Regular Governing Board Meeting

CABRILLO UNIFIED SCHOOL DISTRICT

Thursday, November 9, 2023 • Public Session: 6:00 PM • Closed Session: Immediately Following 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 regular 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 p.m. 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.

- 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.
- Closed Session Items may be addressed under Public Comment on Closed Session Topics.

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

1. OPENING BUSINESS

a. Call Public Session to Order

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 Resolution No. 19-2023 Endorsing November 14, 2023 as Ruby Bridges Walk to School Day

4.a Board Memo Ruby Bridges Walk to School Day 2023.pdf (p. 6)

4.a.1 Resolution 19-2023 Ruby Bridges Walk to School Day.pdf (p. 7)

b. Approval of Half Moon Bay High Future Farmers of America Field Trip to Northern Exposure Jackpot in Corning, California, December 1-2, 2023

4.b Board Memo HMBHS FFA to Corning, California 2023.pdf (p. 9)

c. Adoption of Building Construction Trades Supplemental Textbook for the CTE Pathway Program for the 2023-24 School Year

4.c Board Memo Building Construction Trades CTE Curriculum 2023-24.pdf (p. 10)

4.c.1 Amazon Order #113-0482584-8679414_CTB.pdf (p. 11)

d. Approval of 2023-24 California Career Technical Education Incentive Grant (CTEIG) Application

4.d Board Memo CTEIG Application 2023-24.pdf (p. 12)

4.d.1 PGMS Application 2023-24.pdf (p. 13)

4.d.2 CTEIG_Budget Narrative_2023-24.pdf (p. 17)

4.d.3 CTEIG_3 year Budget_2023-24.pdf (p. 26)

4.d.4 CTEIG_HQE_Evaluation Plan_2023-24.pdf (p. 27)

e. Approval of Classified Personnel Report

4.e Board Memo Classified Personnel Report.pdf (p. 59)

f. Approval of Tentative Agreements between Cabrillo Unified School District and California School Employees Association

4.f CUSD-CSEA Tentative Agreements.pdf (p. 60)

4.f.1 CSEA_Tentative_Agreement_03-23-23.pdf (p. 61)

4.f.2 CSEA_Tentative Agreement_06-27-23.pdf (p. 67)

g. Approval of Warrant Register Report Processed

4.g Board_Memo_Warrant_Register_11.9.2023.pdf (p. 69)

4.g.1 100123-103123 Warrant Register.pdf (p. 70)

h. Approval of Governing Board Policy Updates as Recommended by the California School Boards Association

4.h Board Memo Policy Updates.pdf (p. 93)

4.h.1 Policy Guide Sheet.pdf (p. 94)

4.h.1.1 5117 BP Interdistrict Attendance - DRAFT.pdf (p. 96)

4.h.1.2 5131.9 BP Academic Honesty - DRAFT.pdf (p. 97)

4.h.1.3 5145.6 BP ParentGuardian Notifications -DRAFT.pdf (p. 98)

4.h.1.4 6154 BP HomeworkMakeup Work - DRAFT.pdf (p. 100)

4.h.1.5 6158 BP Independent Study - DRAFT.pdf (p. 102)

4.h.1.6 6164.2 BP Guidance Counseling Services - DRAFT.pdf (p. 110)

4.h.1.7 6173 BP Education For Homeless Children - DRAFT.pdf (p. 114)

4.h.1.8 6173.1 BP Education For Foster Youth - DRAFT.pdf (p. 116)

i. Approval of Regular Governing Board Meetings Minutes

4.i Board Memo Minutes.pdf (p. 118)

4.i.1 2023-10-12 Regular Board Meeting Minutes.pdf (p. 119)

5. GENERAL BUSINESS

a. Manuel F. Cunha Intermediate School Presentation (Presentation)

5.a Board Memo Cunha Intermediate School Presentation 2023.pdf (p. 124)

5.a.1 Cunha Intermediate School Presentation 2023.pdf (p. 125)

b. Update on the California Assessment of Student Performance and Progress (CAASPP) 2022-23 Data Results (Presentation)

5.b Board Memo CAASPP Results 2022-23.pdf (p. 156)

5.b.1 CAASPP Results 2022-23 Presentation 2023.pdf (p. 158)

c. 2023-24 Organization Charts and Funding Source Presentation (Presentation)

5.c Board Memo Organization Charts and Funding Sources 2023.pdf (p. 175)

5.c.1 Organizational Charts and Funding Source Presentation 2023-24.pdf (p. 176)

d. Cabrillo Unified School District Fiscal Update and San Mateo County Office of Education Fiscal Oversight (Information)

5.d Board_Memo_Fiscal_Update_11.9.2023.pdf (p. 211)

5.d.1 Fiscal_Update_Presentation_11.9.2023.pdf (p. 212)

e. Cabrillo Unified School District Fiscal Stabilization Plan (Action)

5.e Board_Memo_Approval_Fiscal_Stabilization_Plan_11.9.2023.pdf (p. 222)

5.e.1 Fiscal_Stabilization_Plan_Approval_Presentation.pdf (p. 223)

f. Approval of the Integrated El Granada Bond Modernization Project (Action)

5.f Board_Memo_El Granada_Bond_Integrated_Program_11.9.2023.pdf (p. 234)

5.f.1 El_Granada_Integrated_Bond_Program_Approval_Presentation_11.9.2023.pdf (p. 235)

6. FUTURE EVENTS

a. November 10 - Veterans Day Observed

b. November 15 - Budget Advisory Committee Meeting, via Zoom - 6:30 p.m.

c. November 20-24 - Thanksgiving Recess - No School

d. December 13 - Budget Advisory Committee Meeting, via Zoom - 6:30 p.m.

e. December 14 - Annual Organizational Meeting and Regular Board Meeting, Cunha Intermediate School Multi-Purpose Room - 6:00 p.m.

7. CLOSED SESSION

a. Identification of Closed Session Topics of Discussion (Please refer to the list of item identified in Agenda Section 7c, below.)

b. Public Comments on Closed Session Topics

c. Adjourn to Closed Session

1. **Conference with Legal Counsel - Pending Litigation (Government Code § 54956.9(d)(2)**

   One case - Student / Cabrillo Unified School District (student name withheld to protect confidentiality)

2. **Conference with Legal Counsel - Confidential General Release and Settlement Agreement, Motion to Withdraw from Due Process**

   One case - Student / Cabrillo Unified School District (student name withheld to protect confidentiality)

d. Adjourn Closed Session and Reconvene Open Session

8. RECONVENE IN OPEN SESSION

a. Closed Session Action Report

9. 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: November 9, 2023
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
James Barnes, Coordinator of Student Services and Special Projects
Carlene Foldenauer, Coordinator of Safe Routes to School
CATEGORY: Consent/Action
ITEM TITLE: Adoption of Resolution No. 19-2023 Endorsing November 14, 2023 as Ruby Bridges Walk to School Day

BACKGROUND INFORMATION

Ruby Bridges is a living American activist who walked to school nearly every day and became a symbol of the civil rights movement at age six when she was the youngest of a group of African-American students designated to integrate schools in the American South. On November 14, 1960, her first day of school, she was escorted by four federal marshals and spent the entire day in the principal's office as irate parents marched into the school to remove their children.

Districts and schools in San Mateo County are encouraged to recognize Ruby's impact by adopting "Ruby Bridges Walk to School Day" on November 14 or on the following Wednesday when November 14 falls on a weekend. This year, Ruby Bridges Walk to School Day will be celebrated on Tuesday, November 14, 2023, and thus, we encourage students to honor Ruby Bridges while walking to school on this day.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

RECOMMENDATION

With the approval of Resolution No. 19-2023, the CUSD Governing Board recognizes and honors Ruby’s impact on equality and desegregation while also encouraging students and families to walk to school.

RESOLUTION NO. 19-2023
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

ENDORSING NOVEMBER 14, 2023 AS RUBY BRIDGES WALK TO SCHOOL DAY

WHEREAS, Ruby Bridges is an American activist who walked to school nearly every day and became a symbol of the civil rights movement at age six when she was the youngest of a group of African American students designated to integrate schools in the American South; and

WHEREAS, on November 14, 1960, Ruby Bridges was the only student of the group to enroll in William Frantz Elementary School in New Orleans; and

WHEREAS, on her first day of school, she was escorted by four federal marshals and spent the entire day in the principal's office as irate parents marched into the school to remove their children; and

WHEREAS, Ruby Bridges stood for equality and desegregation in the early 1960s; and

WHEREAS, Ruby Bridges is currently the chair of the Ruby Bridges Foundation, which she formed in 1999 to promote "the values of tolerance, respect, and appreciation of all differences;" and

WHEREAS, Ruby Bridges has asserted that, "Racism is a grown-up disease and we must stop using our children to spread it;" and

WHEREAS, in 2018, scholars of Deborah Carlino's fifth-grade class from Martin Elementary School in the South San Francisco Unified School District learned about Ruby Bridges and were advocates for the adoption of a "Ruby Bridges Walk to School Day" as a way to honor Ruby's role in the Civil Rights Movement; and

WHEREAS, each year, Deborah Carlino's fifth-grade class, in conjunction with the San Mateo County Office of Education Safe Routes to School program leads this effort, which has led to a county-wide walk to school day; and

WHEREAS, the Cabrillo Unified School District Governing Board and the Cabrillo Unified School District Superintendent support an educational environment that emphasizes inclusion, acceptance, and equality for all;

NOW, THEREFORE, BE IT RESOLVED that the Cabrillo Unified School District Governing Board and the Cabrillo Unified School District Superintendent hereby approve the adoption of "Ruby Bridges Walk to School Day," to be honored annually on November 14 or on the following Wednesday when November 14 falls on a weekend. This year, Ruby Bridges Walk to School Day will be celebrated on Tuesday, November 14, 2023.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 9th day of November, 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

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: November 9, 2023
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Director of Personnel and Pupil Services
James Barnes, Coordinator of Student Services and Special Projects
CATEGORY: Consent/Action
ITEM TITLE: Approval of Half Moon Bay High Future Farmers of America Field Trip to Northern Exposure Jackpot in Corning, California, December 1-2, 2023

BACKGROUND INFORMATION

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

REPORT/PROPOSAL

Gayle Smith, teacher/advisor of the Half Moon Bay High School Future Farmers of America, is requesting that the Governing Board approve a field trip to Corning, California, on December 1-2, 2023, to attend the Northern Exposure Jackpot. Approximately three (3) students will be chaperoned by a minimum of one certificated staff member. The group will travel from Half Moon Bay to Corning by Agricultural Department vehicles. They will be staying at Best Western, 910 Hwy 99 W Corning, California 96021, (530) 824-5200.

FISCAL ANALYSIS

This field trip is funded by an agricultural grant.

RECOMMENDATION

Approve as submitted.

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MEMORANDUM

MEETING DATE: November 9, 2023
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services
Andrew Boysen, Principal, Half Moon Bay High School
Lisa Longaker, CTE Coordinator, Half Moon Bay High School
CATEGORY: Consent/Action
ITEM TITLE: Adoption of Building Construction Trades Supplemental Textbook for the CTE (Career Technical Education) Pathway Program for the 2023-24 School Year

BACKGROUND INFORMATION

The Building and Construction CTE pathway courses at Half Moon Bay High School would like to purchase a supplemental class set of the book How Your House Works. There are currently two courses offered with a total of 41 students in grades 9-12 enrolled. Our current CTE Building and Construction teacher is working to transition the pathway to teach students marketable construction skills. This supplemental adoption can enhance the Building and Construction CTE pathway by providing students with illustrated explanations of core concepts making content accessible to students regardless of grade or reading level.

SPSA/LCAP Goal Alignment

This pathway and purchase align with LCAP goal 1.8, Career and Technical Education, “Continue developing CTE pathways in Agriculture, Broadcasting, and Construction.”

Monitor Progress and Success

CTE pathways are monitored through CA Dashboard metrics, annual CALPADS, and CalPass data reporting for completion numbers, pathway enrollments, and special populations. For the first time in 2023-24, all students in this pathway will have the opportunity to become OSHA 10 certified, a desirable certification for industry employers. The number of completed certifications will be monitored to ensure that all pathway students have the opportunity to obtain career ready certifications.

FISCAL ANALYSIS

The cost of the adoption for the 2023-24 school year is approximately $590.00 using Lottery funds (resource code 6300).

RECOMMENDATION

Staff recommend that the Cabrillo Unified School District Governing Board approve this supplemental text, How Your House Works, for implementation beginning the 2023-24 school year for Half Moon Bay High School.

amazon.com

Details for Order #113-0482584-8679414

Paid By: Cabrillo Unified School District
Placed By: Josefina Infanzon
Order Placed: October 16, 2023
PO number : PENDING
Amazon.com order number: 113-0482584-8679414
Order Total: $589.05

Business order information
Department: Cirriculum & Instruction

Not Yet Shipped	
Items Ordered	**Price**
35 of: *How Your House Works: A Visual Guide to Understanding and Maintaining Your Home (RSMeans)* , *Wing, Charlie* Sold by: Amazon.com Condition: New	$15.39

Shipping Address:
Ralph Wiggington
LISA LONGAKER 1 LEWIS FOSTER DR
HALF MOON BAY, CA 94019-1766
United States

Shipping Speed:
FREE Prime Delivery

Payment information	
Payment Method: Pay by invoice	Item(s) Subtotal: $538.65 Shipping & Handling: $0.00 --- Total before tax: $538.65 **Estimated Tax:** $50.40 --- **Grand Total: $589.05**

To view the status of your order, return to Order Summary .

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MEMORANDUM

MEETING DATE: November 9, 2023
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
Andrew Boysen, Half Moon Bay High School Principal
Lisa Longaker, CTE Coordinator
CATEGORY: Consent/Action
ITEM TITLE: Approval of 2023-24 California Career Technical Education Incentive Grant (CTEIG) Application

BACKGROUND INFORMATION

The California Career Technical Education Incentive Grant (CTEIG) program is a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten through grade twelve, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during the implementation of the school district and charter school local control funding formula (LCFF) pursuant to the California Education Code (EC) Section 42238.02.

This grant supplements secondary CTE programs that have fully sequenced CTE Pathways staffed by CTE credentialed teachers. For the 2023-24 school year, this grant will provide up to $338,398.00 to help supplement the Half Moon Bay High School Agriscience, Carpentry, Millwork and Woodworking, Broadcasting, and Digital Arts pathways by providing funding targeted for program improvement with curriculum development, stakeholder consultation, data collection and analysis, substitutes, and travel expenses for professional development and leadership conferences including FFA activities, instructional materials and equipment, partial salary for the CTE coordinator position, and extended contracts for agriculture teachers.

CTEIG requires matching funds at a rate of 2:1 to support CTE. The local match may include funding from school district LCFF apportionments pursuant to EC Section 42238.02, the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 (now Perkins V), the Agricultural Incentive Grant, or any other source except the California Career Pathways Trust established pursuant to EC Section 53010. This grant also demonstrates that CUSD is leveraging and “braiding” CTE funds, thus giving CUSD special consideration when applying for other CTE grants.

FISCAL IMPACT

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.



Program Grant Management System (PGMS)

Career Technical Education Incentive Grant (CTEIG)

CTEIG 2023-24 Application Part I

Submitted

Grant applications must be received by the California Department of Education (CDE) by Friday, September 29, 2023, at 5:00 PM

Recommendations for grant award amounts will be presented to the State Board of Education (SBE) for its consideration and approval. Following approval from the SBE, Grant Award Notifications (GANs) will be sent to the local educational agencies (LEAs) which were awarded grant funds. The 2023–24 application year will cover the grant period beginning July 1, 2023, and ending December 31, 2025.

Local Educational Agency (LEA) Information

Local Educational Agency (LEA) information can be updated through the Online Public Update for Schools (OPUS). LEAs should have authorized LEA County-District-School (CDS) coordinators notify the California Department of Education (CDE) of updates to information contained in the Public School Directory, such as contact information, personnel, agency name, school type, grade span, etc. Refer to the OPUS-CDS Application and Resources for more information.

Lead LEA Name:	Cabrillo Unified
CDSCode:	41688900000000
Address:	498 Kelly Ave.
City:	Half Moon Bay
State:	CA
Postal Code:	94019-1636
Phone Number:	(650) 712-7100
Fax Number:	(650) 726-0279
Email:	mcphetridges@cabrillo.k12.ca.us
Administrator Name:	Sean McPhetridge
Administrator Title:	Superintendent

CTEIG Coordinator Information

Enter the information of the intended CTEIG Coordinator.

First Name:	Lisa
Last Name:	Longaker
Phone:	6502764513
Email:	longakerl@cabrillo.k12.ca.us

2022-23 Reported P2 ADA

2022-23 Average Daily Attendance (ADA) Second Principal (P-2) as represented

Actual ADA Number Reported: 1340.82

Remaining ADA Number: 1340.82

Types of Applicants

There are two types of applications allowed in this grant. LEAs may apply for this grant as a single applicant or as the lead member of a consortium. However, an LEA may submit only one application.

- (●) Apply as a single LEA
- ( ) Apply as a consortium

Industry Sector and Pathway

Select the industry sector(s) and pathway(s) that the LEA will be using their CTEIG allocation for. Select the yes button for each new pathway that is being started during this grant period and using CTEIG funds.

Industry Sector	Pathway	Pathway Status	Action
Industry Sector	Select an Industry Sector		
Agriculture and Natural Resources	Agriscience	( ) Yes (●) No	N/A
Arts, Media, and Entertainment	Design, Visual, and Media Arts	(●) Yes ( ) No	N/A
Building and Construction Trades	Cabinetry, Millwork, and Woodworking	( ) Yes (●) No	N/A
Information and Communication Technologies	Software and Systems Development	(●) Yes ( ) No	N/A
Manufacturing and Product Development	Welding and Materials Joining	(●) Yes ( ) No	N/A

Match

The 2023-24 CTEIG grant requires a match of two dollars ($2.00) for every one dollar ($1.00) received from this program. For the 2022-23 application, matching funds may be based on local match expenditures starting July 1, 2023, to June 30, 2024.

Enter the amount of dollars that the LEA has for CTEIG allocation based on the amount of funds expended for CTE programs

Match Amount: 676796 (Required)

Estimated Award Amount: $ $338,398 (This estimate is not a guarantee of being funded for this amount.)

Total CTEIG-Related Budget Amount: $ $1,015,194

Joint Powers Authority (JPA)/ Regional Occupational Center/Programs (ROC/P), County Office of Education (COE)

Do you offer an existing High Quality Regional-based CTE program as a JPA, ROC/P, COE?

- ○ Yes
- ◉ No

Collaboration

Are you engaged in post-secondary educational institutions, Community College Strong Workforce program (SQP), K-12 Strong Workforce Program consortium, or other LEAs to align career pathway instruction with postsecondary program requirements?

- ○ No Collaboration
- ◉ Post-secondary educational institutions or other LEAs to align career pathway instruction with post-secondary program requirements.

  - ☐ Community College Strong Workforce
  - ☐ Dual Enrollment
  - ☐ Concurrent Enrollment
  - ☑ Other

  K-12 SWP Consortium

Infrastructure/Equipment Investment (Capital Outlay)

Make significant investment in CTE infrastructure, equipment, and facility repairs and upgrades. This positive consideration is determined in the allocation calculation based on LEA information that is entered into the PGMS if expenditures are 25 percent or more.

Enter your total investment in in CTE infrastructure, equipment and facilities (Object Code 6000) for this grant round.

7500

Infrastructure/Equipment Investment Percentage: %1.11

All CTE infrastructure, equipment over $5,000, and facility updates or repairs must be connected to Goal Codes 3800 and 6000.

Existing Structures, Requirements and Resources

Based on the lead LEA selected, the applicants are using existing structures, requirements, and resources of the following.

Grant Recipient List:

- **Agriculture Incentive Grant**
- **Federal Carl D.Perkins**
- CCAP, K-12 SWP **Other CTE funding sources - Examples: California Partnership Academies, Specialized Secondary Programs Grant, Middle School Foundation Academies Grant, Dual Enrollment Opportunities College and Career Access Pathways Grant (only for CTE courses).**

Contributions from Industry, Labor, and Philanthropic Sources

Enter the source of contribution name and the contribution amount then select the Add Source and Contribution button. You may add multiple sources of contributions.

Source	Contribution	Action
Half Moon Bay High School PTO	6000	N/A
Cabrillo Ed Foundation	2000	N/A

Previous Grants Received

CTEIG Recipient Grant Year(s)

- FY 2022-23
- FY 2021-22

K-12 Strong Workforce Recipient Grant Year(s)

- FY 2020-21
- FY 2019-20

Assurance Statement

☑ Checking this box will prevent you from making any changes to the application. Insure the application is complete before you check this box. By checking this box, the applicant is assuring the information entered in the RFA – Part I is correct. The applicant has read the information provided regarding the CTEIG and understands, during the 2023-24 grant term, the LEA will be required to match the grant award two dollars ($2.00) for every $1.00 (one dollar) received for this grant period. The applicant also understands that the Estimated Match Amount is not a guarantee of being f unded for that amount and that allocations are based on ADA and the positive consideration categories. **No extensions of this grant term will be allowed.**

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 2023–24 Budget Narrative Worksheet

Fiscal Year (FY) 2023–24 Budget Narrative Worksheet - California Dept. of Education - August 2023
Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 1000 (Certificated Salaries)

Detailed Expenditure Description	Minimum Eligibility Standard(s) #	Match Source	Match Amount	CTEIG Amount FY 2023–24
.6 CTE Coordinator Salary	All	LCFF/General Fund	$133,308.00	$66,654.00
.2 FTE Extended contracts for two Ag teachers	1A, 2, 3B, 5B, 6, 8, 9A, 9B, 10	LCFF/General Fund/AIG	$60,788.00	$30,394.00
Release time/substitutes for teachers, counselors and CTE staff for PD, CTSO events including FFA, planning including WBL, certifications, dual enrollment and advisories.	All	LCFF/General Fund	$6,000.00	$3,000.00
Teachers, counselors, administrators: CTE professional development including WBL, CTSOs, certification and post secondary.	All	LCFF/General Fund	$6,000.00	$3,000.00
Stipends commensurate with co-curricular salary schedule to support recruitment and retention of CTE teachers.	4, 7A, 9A	LCFF/General Fund/CCAP	$42,000.00	$21,000.00
Assistant FFA Advisory stipend	1A, 2, 3B, 4, 5A, 5B, 6, 8, 9A, 9B, 10	LCFF/General Fund	$4,000.00	$2,000.00
High school and middle school pathway development and articulation	All	LCFF/General Fund	$6,000.00	$3,000.00
Object Code 1000 Totals			**$258,096.00**	**$129,048.00**

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 23–24 Budget Narrative Worksheet

FY 2023–24 Budget Narrative Worksheet - California Dept. of Education - August 2023

Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 2000 (Classified Salaries)

Detailed Expenditure Description	Minimum Eligibility Standard(s) #	Match Source	Match Amount	CTEIG Amount FY 2023–24
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
Object Code 2000 Totals			**$0.00**	**$0.00**

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 23–24 Budget Narrative Worksheet

FY 2023–24 Budget Narrative Worksheet - California Dept. of Education - August 2023

Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 3000 (Employee Benefits)

Detailed Expenditure Description	Minimum Eligibility Standard(s) #	Match Source	Match Amount	CTEIG Amount FY 2023–24
Associated benefits for .6 CTE Coordinator	All	LCFF/General Fund	$61,000.00	$30,500.00
Associated benefits for .2 FTE extended contracts.	1A, 2, 3B, 5B, 6, 8, 9A, 9B, 10	LCFF/General Fund/AIG	$25,000.00	$12,500.00
Associated benefits for release time/substitutes for teachers, counselors and CTE staff for PD, CTSO events including FFA, planning including WBL, certifications, dual enrollment and	All	LCFF/General Fund	$1,000.00	$500.00
Associated benefits for teachers, counselors, administrators: CTE professional development including WBL, CTSOs, certification and post secondary.	All	LCFF/General Fund	$2,000.00	$1,000.00
Associated benefits for stipends commensurate with co-curricular salary schedule to support recruitment and retention of CTE teachers.	4, 7A, 9A	LCFF/General Fund	$10,000.00	$5,000.00
Associated benefits for assistant FFA advisory stipend	1A, 2, 3B, 4, 5A, 5B, 6, 8, 9A, 9B, 10	LCFF/General Fund	$1,000.00	$500.00
Associated benefits for high school and middle school pathway development and articulation	All	LCFF/General Fund	$2,000.00	$1,000.00
Object Code 3000 Totals			**$102,000.00**	**$51,000.00**

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 23–24 Budget Narrative Worksheet

FY 2023–24 Budget Narrative Worksheet - California Dept. of Education - August 2023

Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 4000 (Books and Supplies)

Detailed Expenditure Description	Minimum Eligibility Standard(s) #	Match Source	Match Amount ($2)	CTEIG Amount FY 2023–24
Instructional materials for Ag pathway including new Ag farm and middle school farm. Fruit trees, raised beds, soil, fertilizer, small and large animal pens, materials to build chicken coops and fencing, goat pens, greenhouse repairs, irrigation, ground cover supplies,broodstock, seeds, plants, tools, hoses, furniture and fixtures for outdoor wetlab, and hydroponic supplies.	1A, 2, 3B, 5B, 6,10	LCFF/General Fund/Perkins/AIG	$50,000.00	$25,000.00
Instructional materials for BCT pathway including lumber and building materials, tools and machinery including materials and supplies for potential WBL projects (chicken coops, sheds, possible future tiny house build), and a shipping container for storage of woodworking machines as we make the transition from CMW to Residential and Commercial Construction.	1A, 2, 5B, 6, 7A,10	LCFF/General Fund/Perkins/CEF	$58,000.00	$29,000.00
Instructional materials and equipment for AME pathways including cameras, green screens, computer programs/software, laser cutter.	1A, 2, 6, 10	LCFF/General Fund/PTO	$20,000.00	$10,000.00
Instructional materials and supplies for future welding pathway including helmets and gloves.	1A, 2, 6, 10	LCFF/General Fund/PTO	$6,000.00	$3,000.00
Coordinator supplies and materials	All	LCFF/General Fund	$2,000.00	$1,000.00
Object Code 4000 Totals			**$136,000.00**	**$68,000.00**

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 23–24 Budget Narrative Worksheet

FY 2023–24 Budget Narrative Worksheet - California Dept. of Education - August 2023

Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 5000 (Services and Other Operating Expenditures, Travel and Conference, Contracting Services)

Detailed Expenditure Description	Minimum Eligibility Standard(s) #	Match Source	Match Amount ($2)	CTEIG Amount FY 2023–24
FFA and SkillsUSA student memberships	1A, 2, 3B, 10	LCFF/General Fund	$7,000.00	$3,500.00
iCEV platform for Ag and BCT pathways	1A, 8, 9B	LCFF/General Fund/Perkins	$13,000.00	$6,500.00
Teacher, CTE coordinator, counselor, admin. travel and hotel for PD, meetings and competitions.	1A, 1B, 2, 3A, 3B, 4, 5A, 7B. 8, 9A, 9B, 10	LCFF/General Fund	$10,000.00	$5,000.00
Teacher and student CTSO travel and hotels, field trips, transportation, FFA events, meetings and competitions.	1A, 1B, 2, 3A, 3B, 4, 5A, 7B. 8, 9A, 9B, 10	LCFF/General Fund/AIG	$40,000.00	$20,000.00
Contracts for greenhouse specific repairs	1A, 2, 3B, 5B, 6, 10	LCFF/General Fund	$20,000.00	$10,000.00
Adobe creative cloud, software and site licenses for AME pathway.	1A, 2, 3B, 5B, 6, 10	LCFF/General Fund/CEF	$6,000.00	$3,000.00
Object Code 5000 Totals			**$96,000.00**	**$48,000.00**

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 23–24 Budget Narrative Worksheet

FY 2023–24 Budget Narrative Worksheet - California Dept. of Education - August 2023

Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 6000 (Capital Outlay)

Detailed Expenditure Description	Minimum Eligibility Standard(s) #	Match Source	Match Amount ($2)	CTEIG Amount FY 2023–24
Welding forge for pending welding pathway	1A, 2, 3B, 6, 10	LCFF/General Fund	$28,000.00	$14,000.00
Trailer for tiny house	1A, 2, 3B, 6, 10	LCFF/General Fund	$16,000.00	$8,000.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
Object Code 6000 Totals			**$44,000.00**	**$22,000.00**

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 23–24 Budget Narrative Worksheet

FY 2023–24 Budget Narrative Worksheet - California Dept. of Education - August 2023

Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 7000 (Indirect Cost)

Detailed Expenditure Description	Minimum Eligibility Standard(s) #	Match Source	Match Amount ($2)	CTEIG Amount FY 2023–24
Indirect (6.43%)	All	LCFF/General Fund	$40,700.00	$20,350.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
Object Code 7000 Totals			**$40,700.00**	**$20,350.00**

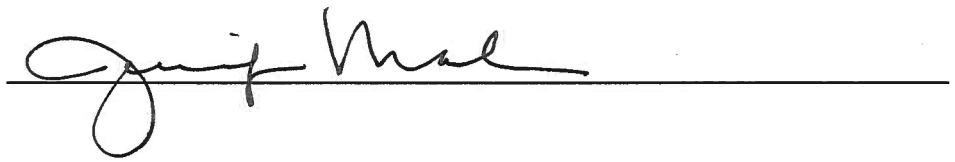
Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 23–24 Budget Narrative Worksheet

FY 2023–24 Budget Narrative Worksheet - California Dept. of Education - August 2023

Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.

Object Code	Match Amount Total	CTEIG Amount (FY 2023–24)
Object Code 1000 (Certificated Salaries)	$258,096.00	$129,048.00
Object Code 2000 (Classified Salaries)	$0.00	$0.00
Object Code 3000 (Employee Benefits)	$102,000.00	$51,000.00
Object Code 4000 (Books and Supplies)	$136,000.00	$68,000.00
Object Code 5000 (Services and Other Operating Expenditures, Travel and Conference, Contracting Services)	$96,000.00	$48,000.00
Object Code 6000 (Capital Outlay)	$44,000.00	$22,000.00
Object Code 7000 (Indirect Cost)	$40,700.00	$20,350.00
Budget Totals	**$676,796.00**	**$338,398.00**

Signature of Lead Superintendent or Designee



Attachment III: 2023–24 Career Technical Education Incentive Grant Three-Year Budget

Returning Applicants: Enter the actual amount of funds that were spent on Career Technical Education (CTE) programs by your local educational agency (LEA), excluding CTE Incentive Grant (CTEIG) and the kindergarten through grade twelve component of the Strong Workforce Program (K–12 SWP) funds, during fiscal year 2022–23 in the box provided: $ 1,237,352.84

New and Returning Applicants: Enter the amount of funding budgeted for CTE programs by your LEA, excluding CTEIG and K–12 SWP funds, for fiscal years 2023–24, 2024–25, and 2025–2026 in the chart provided. Align with Local Control and Accountability Plan (LCAP) and specify source of all funds included and not included in LCAP.

Object Code and Description of Line Item	2023–24 Budget	2024–25 Budget	2025–26 Budget	Source(s) of Funds
1000 – Certificated Salaries	509,800.38	520,000.00	525,000.00	Gen fund/LCFF, AIG
2000 – Classified Salaries	65,064.00	66,000.00	67,000.00	Gen fund/LCFF
3000 – Employee Benefits	196,482.13	202,376.59	203,000.00	Gen fund/LCFF
4000 – Books and Supplies	13,320.37	13,910.00	14,000.00	Gen fund/LCFF, AIG, Perkins, PTO, CEF
5000 – Services and Other Operating Expenditures	45,469.05	47,000.00	50,000.00	Gen fund/LCFF, AIG, Perkins, CEF
6000 – Capital Outlay	0.00	0.00	0.00	
7000 – Indirect Costs	0.00	0.00	0.00	
Total Amount Budgeted	830,135.93	849,286.59	859,000.00	

Per California *Education Code* Section 53071(b), I am submitting a three-year plan for continued financial and administrative support of CTE programs that demonstrates a financial commitment of no less than the amount expended on those programs in the previous fiscal year. The plan, at a minimum, shall include the identification of available funding within an applicant's current or projected budget to continue to support CTE programs and a written commitment to do so.

Signature of Lead Superintendent or Designee

Attachment I: High-Quality Career Technical Education Program Evaluation & Plan

Name of Local Educational Agency (LEA):

Cabrillo Unified School District

Directions: The metrics in this rubric apply to students that are enrolled in career technical education (CTE) programs, programs of study, and pathways. Read each of the 10 Minimum Eligibility Standards (criteria). Reviewing all of your CTE programs, check the box that best corresponds to the current practice of your programs and for which you can provide evidence. List evidence of your practice that is currently on file at your LEA and make comments that the grant reader may take into consideration in the corresponding boxes.

***All responses must specifically address CTE programs and services rather than general services offered to all students.**

Total Score: 36.00

(TO BE COMPLETED BY THE LEA)

Total Score: _____

(TO BE COMPLETED BY THE CDE)

Minimum Eligibility Standard 1.A. Offers high-quality CTE curriculum and instruction aligned to CTE Model Curriculum Standards.
Essential Element: High-Quality, Integrated Curriculum and Instruction.

Not Yet in Practice (0 points) ☐	• CTE curricula and instruction is not aligned to the CTE Model Curriculum Standards for each pathway offered. • Integration of CTE and academic standards is not demonstrated. • Books, supplies, materials, and equipment do not align to industry standards.
Emerging Practice (1 Point) ☐	• CTE curricula and instruction is aligned to the CTE Model Curriculum Standards for some pathways offered. • Integration of CTE and academic standards is demonstrated in some pathways. • Books, supplies, materials, and equipment somewhat align to curriculum and industry standards. Significant updates needed.
Quality Practice (2 points) ☐	• CTE curricula and instruction is aligned to the CTE Model Curriculum Standards for most pathways offered. • Integration of CTE and academic standards is demonstrated in most pathways. • Books, supplies, materials, and equipment mostly align to curriculum and industry standards. Some updates needed.
Exemplary Practice (3 points) ☑	• CTE curricula and instruction is fully aligned to the CTE Model Curriculum Standards for all pathways offered. • Integration of CTE and academic standards is clearly demonstrated in all pathways. • Books, supplies, materials, and equipment fully align to curriculum and industry standards.
Potential Tools/ Examples of Evidence	• Alignment matrix of CTE curriculum syllabi and CTE Model Curriculum Standards. • Alignment matrix of CTE curriculum syllabi and academic standards. Course outlines. Lesson plans.
Evidence on File at LEA *(max. 1100 characters)*	• Specify Industry Sectors and Pathways: AGR sector,Sustainable Ag Subpath (102A) sequenced courses:7100 Agricultural Earth Science multiple paths 999,7134 Ag-Biology (Concentrator),7134 Ag-Chemistry (Concentrator),7135 Advanced Agriscience Honors (Capstone),and 7110 Ag Comm & Leadership. BCT sector pathway (120):7311 Cabinetry, Woodworking and Millwork I (Conc.) and 7312 CWM II (Cap.). A new AME sector, Design, Visual and Media Arts (111) pathway began in 22-23, 7217 Digital Art & Design I (Conc) and 7218 Digital Art & Design II (Cap) is new for 23-24. New for 23-24 is an AME pathway in Media Arts (111D) 7221 Broadcasting (Conc), and 7212 Adv. Broadcasting (Cap). Pending credentialing is a new ICT sector pathway (174), 8131 Computer Science (Conc) and 8132 AP Computer Science Principles (Cap) and a new MAN sector pathway (213), 8230 Beginning Metalworking (Conc) and 8231 Advanced Metalworking (Cap). Course syllabi, curriculum maps, lesson plans, student planning guide, UC Doorways, CTE advisory docs, CTSO charters, board approved texts, Ag CDE supervisor reviews. Braided CTE grants (AIG, Perkins, SWP, CCAP)/MOUs.
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed: Having a full time CTE Coordinator is helping our district make strides in CTE. We have doubled our number of CTE credentialed teachers, with more applicants pending. Our number of pathways has increased from 2 to 3 and we hope to have 6 by the end of 23-24. Data showed a low number of capstone completers in our BCT program. We made changes to our pathway at the end of the 21-22 school year based on this data and saw a dramatic increase in completion rates in 22-23. This program will again be undergoing changes in 23-24. Our long-time BCT instructor retired in the summer of 2023. Hiring for BCT was a huge challenge. We were very fortunate to find a teacher with industry experience in residential construction, so we will likely be transitioning from the CMW pathway to Residential and Commercial Construction. We have non-CTE computer science, welding, and broadcasting courses. All three of these pathways are pending CTE credentialing for 23-24. CUSD has made a significant investment in a new outdoor wet lab for the agriscience pathway that was completed at the end of 22-23.

Minimum Eligibility Standard 1.A. Offers High-Quality CTE curriculum and instruction aligned to CTE Model Curriculum Standards.
Essential Element: High-Quality, Integrated Curriculum and Instruction

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

Ag sector, Sustainable Agr Sub-Path (102A) has received positive CDE Ag Regional Supervisor reviews. Ag courses UC/CSU D lab science approved. Science/Ag collaborations focus on NGSS standards & coherence. The program is expanding and we now have 2 full time teachers. Two new Ag courses have been added for 23-24. CUSD supported a new Ag farm facilities project that has just reached completion. Middle school introductory Ag elective courses expanded, helping increase high school pathway enrollment and grow CTE. Braided funds from an SWP middle school pipeline grant were used for improvements and industry specific equipment for the middle school Ag farm.
All sector and pathway courses in CTE are A-G UC/CSU approved, aligned to CTE Model Curriculum Standards and our CLNA. Courses of study are board approved. CTE Coordinator & industry specific advisory committees guide curriculum & skill needs. SWP Consortium grants support pathways as do braided CTE grants (CTEIG, Perkins, AIG & SWP). Our newly awarded CCAP grant will help bring dual enrollment to CTE. LCFF funded texts are governing board approved. All students have access to CA Career Zone and Naviance career platforms.
Several previously non-CTE pathways are currently pending teacher credentialing.
Having a full time CTE Coordinator position has helped strengthen CTE in our district, bringing increased funding to CTE, increasing our number of credentialed teachers & pathways and expanding our existing pathways.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Areas for improvement include credentialing teachers in pathways that have been traditionally non-CTE. In all sectors, desired improvements include certifications and expansion of future course offerings, possibly additional sub pathways and/or elective courses and increasing dual enrollment in CTE pathways. Increased support at middle school level for introductory feeder courses is desired.
BCT needs support for online certification, curriculum, career awareness and soft skills programs to enhance curriculum and student skill development.
Growing, expanding & adding new CTE pathways is an area of improvement. PD, curriculum development, planning time, research & data development, upgraded industry specific equipment, CTE facilities & instructional materials will assist improvement. New AME (111) pathway needs support for equipment, software, site licenses, certifications, professional development, and facilities upgrades. Support is needed for instructional materials, particularly in new pathways. Increased support for CTSO travel and conferences is also needed as the number of students participating in CTSO activities is increasing.
We are also looking into a future HLT pathway. Future ICT & HLT pathways need support for planning, curriculum development, teacher recruitment and course planning. Pending welding pathway needs support for equipment and facilities upgrades.
Support to maintain our CTE Coordinator position is also critical to our success.

Minimum Eligibility Standard 1.B. Offers CTE pathway(s) that provides a coherent sequence of courses, are reported in the California Longitudinal Pupil Achievement Data System (CALPADS) as CTE.
Essential Element: High-Quality, Integrated Curriculum and Instruction.

Not Yet in Practice (0 points) ☐	• No clear sequential progression of pathway courses. • No clear CTE pathway that leads to a postsecondary career pathway or training and/or employment. • No courses are reported in CALPADS as CTE.
Emerging Practice (1 Point) ☐	• Offers CTE programs where some pathways show a clear sequential progression of courses. • Some courses are reported in CALPADS as CTE.
Quality Practice (2 points) ☐	• Offers CTE programs where most pathways are 300 hours and show a clear sequential progression of courses. • Most courses are reported in CALPADS as CTE.
Exemplary Practice (3 points) ☑	• Offers CTE programs where all pathways are 300 hours and show a clear sequential progression of courses. • All courses are reported in CALPADS as CTE. • Provides a catalog of programs and courses required at each grade for each CTE pathway.
Potential Tools/ Examples of Evidence	• Provides list and description of pathway courses, identifying the planned sequence of courses. • Provides document listing CTE pathway courses reported as CTE in CALPADS.
Evidence on File at LEA *(max. 1100 characters)*	All CTE sector pathways and courses are listed in Minimum Eligibility Standard 1.A. with corresponding CALPADS coding. All CTE pathways and sequenced courses are clearly listed in the student planning guide (SPG). This document is updated each year by department heads, counseling staff, and site administration and is used by students and families in course selections annually. All courses that meet the 300 hour requirement, offer a concentrator and capstone course, and are taught by CTE credentialed teachers are reported as CTE in CALPADS. The post secondary completer survey is taken annually. All CTE courses are coded appropriately for CALPADS and performance data is reported annually. Ag receives CDE Regional Supervisor reviews. Pathway flow charts delineating graduation requirements, articulations and UC/CSU eligibility are also part of the student planning guide.
LEA Comments *(max. 1100 characters)*	Both Ag (102A) and BCT (120) sectors have been aligned with CALPADS coding and proper sequencing for student completion. A new AME sector, Design, Visual and Media Arts (111) is complete for 23-24 with 7217 Digital Art & Design I (Conc) and 7218 Digital Art & Design II (Cap) and will be coded CTE this year. Continuous review and update of student planning guide and coding with CTE staff, CTE Coordinator, administration and CALPADS coordinator is performed. Exploration of post-secondary alignments is in progress. Due to lack of alignment for our pathways with local community colleges, we are looking out of the county for articulation agreements, particularly for our Agriscience pathway courses. Future pathways that are pending credentialing will be coded properly for CALPADS as they meet requirements and are added including broadcasting, welding and computer science.

Minimum Eligibility Standard 1.B. Offers CTE pathways that provides a coherent sequence of courses, are reported in CALPADS as CTE.
Essential Element: High-Quality, Integrated Curriculum and Instruction.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

Identified core pathways, codes, sequences, pathways for growth and board approved courses of study. Student planning guide includes sequences.

Addition of non-coded middle school feeder courses in Ag sector supported by Rd. 3 SWP STEM Pipeline to Middle Schools and SWP Rd. 6 Teen to Green Careers grants is improving student exposure to CTE pathways in the lower grades, and helping grow CTE high school enrollment. Middle school STEAM elective also provides exposure and a pipeline of students.

Full AME sector, pathway (111) being offered for the first time in 23-24, Non-CTE ICT computer science, AME Broadcasting, and MAN welding are future pathways pending credentialing.

Full time CTE Coordinator, consortium grants, communities of practice and partnerships (SWP, North Coast Ag Partners, CCAP) are helping to grow and expand CTE.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Opportunities for improvement include:

Continued development of middle school CTE courses including support for middle school teacher credentialing, support for recruitment and retention of CTE teachers, collaboration and alignment between middle and high school programs.

Strengthened advisories, middle school CTE courses, CTE dual enrollment opportunities,, Ag/science and community college collaborations will improve growth and coherence. CTE Coordinator, staff and CALPADS Coordinator continue to review, update descriptions, 4 year flow charts, code pathway courses and coordinate reporting. Support teachers in gaining CTE credentials for identified pathways. Staff will improve the use of workforce and student data to share with advisors, review and gain input on sequenced pathways and improve dashboard. Update board approved Ag. 5 year plan. Continued curriculum development for new courses, development of new pathways, and exploration of post-secondary options for all pathways. Support for CTE Coordinator position to oversee coding and reporting.

Minimum Eligibility Standard 2. Provides career exploration and guidance opportunities for all pathway learners.
Essential Element: Career Exploration and Student supports.

Not Yet in Practice (0 points) ☐	• There is no formalized career exploration and guidance program offered by the LEA.
Emerging Practice (1 Point) ☐	• Some CTE pathway students participate in a formalized career exploration program. • CTE students receive guidance through general counseling services.
Quality Practice (2 points) ☑	• Most CTE pathway students participate in a formalized career exploration program. • Some CTE students have an individualized four-year plan on file. • CTE-specific students receive career guidance through programs of study and CTE-specific counseling services.
Exemplary Practice (3 points) ☐	• All CTE pathway students participate in a formalized career exploration program. • All CTE students have an individualized four-year plan on file. • CTE students receive career guidance through programs of study, CTE-specific counseling services, and formalized industry mentoring.
Potential Tools/ Examples of Evidence	• California Career Resource Network (CalCRN), Kuder, Career Cruising, Naviance, etc. • Example of plan. • Description of career guidance provided.
Evidence on File at LEA *(max. 1100 characters)*	• Clearly identify formalized program and how students participate. All students have access to Naviance and CA Career Zone, supported by SWP Career Awareness grant plan/MOU. All CTE students have a four year plan on file with Naviance Course Planner. All students follow a Personal Learning Plan (PLP) sequence three to four times per year with counselors for all four years of their high school career. Programs of study, Ag. mentored teams and SAE projects (record of hours tracked in The AET). Students complete industry-related career projects (provided in syllabi) throughout the year. CTE sector career panels were started in 21-22 and supported by local ed. Foundation received very positive feedback. Green career field trips (supported by LCAP and SWP Rd. 5 Teen to Green Careers grant), job shadows and mentorships by industry professionals in the community are increasing. Guest speakers from industry and field trips are part of all pathways. Local employers in our pathway industries also hire our students for paid and unpaid internships providing on the job training and career exploration.
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed. The Ag pathway has industry mentors and speakers who meet with and present to students, chaperone field trips and leadership conferences, volunteer in the classroom, coach FFA teams and support WBL through Supervised Ag Experience Projects. BCT advisory board is expanding, and industry professionals are willing to mentor students and provide industry field trip opportunities. There is much support from industry leaders and professionals in the community for the trades and increasing student awareness of careers and pathways to careers in the trades. One of our industry career panels is dedicated to the BCT trades. Despite support, the future of this pathway is uncertain as hiring in BCT is challenging. CTE staff and counselors are trained on CA Career Zone and Naviance. We participated in county wide consortium SWP grants which have provided the CA Career Zone platform, industry specific green careers field trips, and field trips to explore community college CTE programs. The CTE Coordinator with the support of local ed. foundation has started job fairs and sector career panels.

Minimum Eligibility Standard 2. Provides career exploration and guidance opportunities for all pathway learners.
Essential Element: Career Exploration and Student supports.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

For all pathways, a K-12 SWP Career Awareness and Exploration grant provides CA Career Zone configured to offer local opportunities to students and integration of student information system planning tools. CTE teachers and counselors incorporate career interest surveys, career planning and development, job markets into lessons, personal learning plans, and assist students in building CTE programs into their 4 year plans. Staff development, PD, and collaboration time increases effectiveness and allows staff to develop student/community relationships, WBL, and recruit support from industry, postsecondary and mentors to increase student options.

A Round 5 SWP grant, Teen to Green Careers, is providing green careers field trips to BCT high school pathway students and both high school and middle school Ag pathway students. In 21-22, in collaboration with our local Ed. foundation, our CTE Coordinator started an annual student career and job fair which resulted in internships for some students and better connections with community employers and industries for all students. Piloted in 22-23 were monthly panel presentations from industry professionals in CTE industry sectors with the hope of creating better connections for students with local industry professionals, job shadows, potential employers and internships.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Improvement opportunities include the need to expand industry mentoring for all pathways and provide more internship and WBL opportunities. We are hoping for a Round 6 SWP grant with our county SWP consortium to assist in offering more summer career and internship opportunities to students.

New to our county SWP consortium is a CTE counselor. We are hoping this person will provide support to our high school counselors in the form of professional development and/or a community of practice around CTE. Through our county SWP consortium, we also hope to continue to provide and increase the number of community college pathway field trips for students and industry related field trips.

Our new AME pathway will need support in developing mentoring relationships and an active advisory team.

We also aim to provide greater career and college opportunities for pathway students through increased support and travel to CTSO events including FFA state and national conference.

Support in the form of PD and collaboration time is needed for CTE Coordinator and CALPADS data coordinator for new CALPADS WBL reporting requirements. Support is also needed to develop a system for accurately tracking WBL. Support is needed to send our CTE Coordinator to CTE conferences and events to learn about successful model CTE programs, new technologies, and ideas that could benefit our district and pathways.

Minimum Eligibility Standard 3.A. Provides support services for students, including counseling.
Essential Element: Career Exploration and Student supports.

Not Yet in Practice (0 points) ☐	• There is no evidence that CTE pathway students have career and/or academic needs assessed or addressed. • Career counseling services are general, but not specifically related to CTE.
Emerging Practice (1 Point) ☐	• Some CTE pathway students receive CTE-specific counseling services. • Student needs are assessed, and CTE students receive the same supports offered to all students. • No data of CTE student services effectiveness is collected.
Quality Practice (2 points) ☑	• Most CTE pathway students receive CTE-specific counseling services. • Student needs are assessed, and CTE students receive supports specific to CTE pathways and individual student needs. • Some data of CTE student services effectiveness is collected.
Exemplary Practice (3 points) ☐	• All CTE pathway students receive CTE- specific counseling services. • Student supports are documented and assessed annually by CTE pathway faculty, associated academic faculty, counselors and administration. • A CTE plan of specified support for all services is developed for each special population (i.e.,Individualized Education Program, At- risk, etc.) and CTE pathway(s). • Data on program effectiveness for special populations is collected, and continuous improvement principles are applied to all CTE pathways.
Potential Tools/ Examples of Evidence	• List of identified student career and academic needs/gaps and the supports that have been provided to address those needs. • Tools used to determine student career and learning needs. • Data on effectiveness of supports provided. • Description of counseling services provided.
Evidence on File at LEA *(max. 1100 characters)*	Ag and BCT Advisory minutes, County wide consortium advisory minutes and agendas as well as subject area collaboration and science/Ag collaboration. Data on performance indicators and additional data including special populations is collected, reported and reviewed by stakeholders at the advisories. Annual postsecondary follow up surveys are given and resulting data collected and recorded in CALPADS. WBL activities are recorded in The AET (Ag Experience Tracker). CTE Coordinator and CALPADS Data Specialist are working to develop a system to collect and report the newly required WBL data. Student PLPs (personal learning plans)/4 year plans. WASC review and accreditation review documentation. Counselor/CTE staff CA Career Zone and Naviance training documentation. Data reviews by the district data specialist with CALPADS and DataQuest, CLNA, NCAP data, the AET WBL SAE tracker, and Naviance based college and career survey data.
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed. CTE departments and the counseling team work with all students, making sure that scheduling maximizes student opportunities in CTE pathways and provide guidance on CTE programs and encourage students to follow sequences. BCT students are exposed to multiple postsecondary options including trade schools, apprenticeships and unions in addition to community college and 4 year paths. All pathway teachers, industry advisors, speakers, and mentors help guide students to postsecondary options and careers. CTE staff continue to use career counseling tools available in multiple languages, including Naviance and CA Career Zone, that will expand student career planning services. We plan to continue our newly established student job and career fair and monthly sector career panels with industry professionals in CTE industry sectors with the hope of creating better connections for students with local industry professionals, employers and internships. A new focus is credentialing of middle school teachers for better pathway alignment and increased exposure to CTE for middle school students.

Minimum Eligibility Standard 3.A. Provides support services for students, including counseling.
Essential Element: Career Exploration and Student supports.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

Counselors, administrators and CTE staff work together to improve services and student success. Services are welcoming to all students. Counselors have increased mental health services including an on campus wellness room, are expanding supportive resources and improving communications with students, parents and staff. All student and parent materials are available in both English and Spanish. A full time bilingual liaison is on staff to assist. Having a second Ag teacher reduces the Ag teachers number of preps, a project supervision period, and a CTEIG funded .2 extended contract for both teachers increases teacher effectiveness in supporting individual students with their SAE projects and FFA goals as does offering our enhanced push-in sections of Ag courses to allow access to pathway courses to all learners. The CTE Coordinator position has and will continue to increase support and participation of stakeholders, to gather and analyze data, identify gaps and barriers and develop plans to better serve CTE students with an equity lens for supporting special populations. Co-teacher and paraprofessionals support CTE special education students. Through an SWP grant, all CTE staff were eligible to attend Critical Race and Equity PD focused on breaking down barriers to CTE in scheduling and providing greater equity. Ag teachers enter WBL into The AET. CTE Coordinator and data specialist report CTE WBL in Calpads. Annual postgraduate surveys demonstrate placement success.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Opportunities for improvement include PD for all CTE staff (counselors, teachers, administrators and coordinator), teacher credentialing for both high school and middle school teachers to expand and add pathways providing greater opportunity for students, and continued support for extended contracts for agriculture teachers, assistant FFA advisor stipend, and the CTE coordinator position are essential. These positions provide the greatest support and opportunity for CTE students, pathways and CTSO support. Counselors continue to expand supportive resources and improve communications with students, parents and staff. Counselor, CTE Coordinatorand SWP Consortium are working on implementing more field trips for both middle and high school students to local community colleges to explore CTE opportunities at the community college level. Continued PD and support for CTE coordinator and district CALPADS technician in new WBL data requirements and reporting needed.

Joint CTE staff (coordinator, teachers, counselors) and administrator support for professional development, collaboration and planning time will continue to increase the effectiveness of this standard.

Minimum Eligibility Standard 3.B. Student leadership development is embedded into career pathway teaching and learning.
Essential Element: Career Exploration and Student supports.

Not Yet in Practice (0 points) ☐	• There is no evidence that CTE pathway student leadership development is addressed.
Emerging Practice (1 Point) ☐	• Student leadership development is embedded into some career pathways through one of the six recognized Career Technical Student Organizations (CTSOs) or through an alternative leadership strategy (ALS). • CTE pathway students have the opportunity to participate in a CTSO or ALS.
Quality Practice (2 points) ☐	• Student leadership development is embedded into some career pathway(s) through one of the six recognized CTSOs or through an ALS. • Some CTE pathway students actively participate in a CTSO or ALS.
Exemplary Practice (3 points) ☑	• Student leadership development is embedded into all career pathway(s) through one of the six recognized CTSOs or through an ALS. • All CTE pathway students actively participate in a CTSO or ALS.
Potential Tools/ Examples of Evidence	• Description of student leadership development strategies, percent of student participation, and outcomes of program(s) implemented.
Evidence on File at LEA *(max. 1100 characters)*	All Ag students are enrolled and participate in the FFA CTSO from the chapter to state level with charter, rosters, officer elections, SAE and FFA activity tracking. FFA constitution, FFA program of activities documents, all activities, meetings, conferences, formal speaking and industry skills based competitions, fundraisers that the chapter participates in annually and grades for FFA leadership/participation. Other evidence in course syllabi, officer and member lists, meeting minutes, activity sign in sheets, points sheets, FFA and SkillsUSA membership records and charters. Ag teacher SAE supervision period and extended year contract support extended day and out of school travel and competitions. Course syllabi with grading expectations that include CTSO curriculum and activities and WBL projects. The AET records of student activities and hours. CDE Ag Regional Supervisor reviews. Ag teacher SAE supervision period, SAE WBL data in The AET, and 12 month extended year contract are critical for Ag teachers to maintain robust student and teacher participation.
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed. The Agriculture program uses FFA as its CTSO. FFA has significant and strong support in our area and is the only FFA chapter in San Mateo County. Students interact with various chapters and individuals working in the industry across the state and compete in industry related competitions. Leadership is well supported in the Ag program by FFA and Ag SAE projects. Our SWP NCAP consortium helps support FFA by organizing and funding some of the registrations, meetings and accommodations for events. The SkillsUSA framework was chartered in 2018-19 and was implemented in 2019-20 beginning with officers, training, meetings and fund raising activities. The first competition was in February of 2020. The pandemic and other limiting factors limited the ability for students to participate in SkillsUSA outside the curriculum. However, SkillsUSA curriculum is still engrained in pathway courses. Leadership is an integral part of CTE pathways and is embedded into curriculum and instruction in all pathways.

Minimum Eligibility Standard 3.B. Student leadership development is embedded into career pathway teaching and learning.
Essential Element: Career Exploration and Student supports.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

Leadership development is integral and embedded into all classes including new courses. All Ag students are registered FFA members. Ag students actively participate in FFA, skills based competitions, leadership activities, SAE projects and fundraising events. In 22-23, we were extremely successful in reinvigorating CTSO participation and travel. We have a second teacher, multiple teams, and growing membership. FFA is also supported by our local Ag Boosters organization. The Ag Boosters assist with fundraising efforts and provide industry professional contacts to assist with student SAE projects and internships. Ag teacher SAE supervision period and extended year contract support extended day and out of school travel and competitions.

For the BCT sector, SkillsUSA framework is incorporated into the course curriculum and students are registered annually. AME students complete a portfolio based ALS.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

To improve participation and effectiveness in leadership development, funds will be used to support membership, advisors, curriculum development, release time and travel. Funds to improve facilities, equipment, materials and participation in leadership and skill based activities will improve effectiveness and increase student participation. Syllabi and grading policies include leadership activities that are built into pathways. WBL and expanded SAE projects will continue to be explored to enhance leadership development. The SAE period, FFA advisor stipends and extended year contract for both Ag teachers will continue to support CTSO growth.

Covid was very detrimental to CTSO membership and progress. Remote learning followed by subsequent restrictions made it difficult to maintain CTSO momentum and participation in events and competitions. In 22-23, we were extremely successful in reinvigorating CTSO participation and travel.. We have a second teacher, multiple teams, and growing membership. Increased support is needed for FFA membership dues, registrations, and travel expenses as the program continues to grow and thrive.

In 23-24 with a new BCT instructor, an area for improvement is the increased use of SkillsUSA curriculum in pathway courses.

CTSO organizations and charters or ALS will need to be developed for new pathways.

Minimum Eligibility Standard 4. Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements.
Essential Element: Cross-System Alignment.

Not Yet in Practice (0 points) ☐	• Kindergarten through grade twelve (K–12) and postsecondary core CTE pathway faculty do not coordinate or collaborate. • There is no established program of study for CTE pathways.
Emerging Practice (1 Point) ☐	• K–12 and postsecondary core CTE pathway faculty are members of an advisory committee that represents some CTE pathways. • Curriculum, instruction, transitions, and outcomes are reviewed at Advisory Committee meetings. • There are no formal agreements other than advisory committee responsibilities. • Programs of study need revision or improvement.
Quality Practice (2 points) ☑	• K–12 and postsecondary core CTE pathway faculty meet regularly to plan and review curriculum and instruction across levels of education, to plan program and support services for smooth transitions, and to develop or update and improve articulation/dual credit agreements for most CTE pathways. • Formal agreements are developed that define participants, roles, activities, products, and timeline. • Programs of study are complete for most pathways.
Exemplary Practice (3 points) ☐	• K–12 and postsecondary core CTE pathway faculty meet regularly to plan and review curriculum and instruction across levels of education, to plan program and support services for smooth transitions, and to develop or update and improve articulation/dual credit agreements for all CTE pathways. • K–12 and postsecondary educational institutions collaborate to create transition agreements, guides, and plans for each CTE pathway. • Articulation/dual credit agreements apply to all participating educational institutions. • Formal agreements define participants, roles, activities, products, and timeline. • Programs of Study are accurate and complete for all pathways.
Potential Tools/ Examples of Evidence	• Transition guide showing secondary and postsecondary pathway courses for each pathway, industry-recognized certifications at each level, and degree and employment options. • Memoranda of Understanding (MOUs) and other agreements between K–12 and postsecondary education that are updated annually. • Secondary and postsecondary curriculum outlines showing coordinated curriculum/ transitions. • Other products from collaboration.
Evidence on File at LEA *(max. 1100 characters)*	MOUs and work plans for SWP consortium grants: Rd.1 NCAP (North Coast Ag Partners) Agriscience, Rd. 2 Career Awareness and Exploration, Rd. 3 STEM Pipeline to the Middle Schools, and Rd. 3 Equity & Access in Dual Enrollment, Rd. 5 Teen to Green Careers. CCAP grant award and letters of commitment BACCC SWP Regional Engagement minutes- CTE Coordinator participates County CTE Advisory agenda, recording and minutes. Industry specific advisory agendas and minutes. Ag specific 5 year strategic plan Ag and BCT Pathway flow charts and student planning guide. CCAP agreement with San Mateo Community College District CTE Coordinator attends community college collaboration meetings and workforce development task force meetings
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed. Half Moon Bay High School recently received a CCAP grant that will help support better cross system alignment and articulation. This is an area of improvement for us. Due to high turnover and other issues at our local community college, articulation has been difficult in the past. We are exploring articulations with other community colleges in our district as well as limited agreements with out of county community college districts for CTE pathways (AGR and BCT specifically) that do not have courses and/or pathways that align in our county. Our industry specific advisory panels are very active in supporting and guiding pathway improvement, providing information on current industry workforce needs, support for student field trips, volunteer and WBL opportunities. With our SWP consortium partners, CUSD works with the San Mateo County CTE advisory committee to pursue partnerships with industry and forge new opportunities for pathways and students. All CTE pathway courses are A-G approved and some capstone courses provide honors credit.

Minimum Eligibility Standard 4. Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements.
Essential Element: Cross-System Alignment.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

CTE Coordinator, superintendent and school board members, industry partners and community college dean are participating in the newly adopted Coastside Workforce Development Roundtable, formed to build stakeholder (school district, community college and industry) connections and develop workforce and job training on the Coastside.

CTE pathways have board approved programs of study and flow charts. NCAP provides regular PD, meetings and engagement for Ag teachers. CTE coordinator participates in biweekly meetings with the SMCOE K-12 SWP and the BACCC K-14 pathways consortiums. Working with the county SWP consortium on career exploration and dual enrollment options for all sectors. Countywide CTE pathway mapping and district K-12 Science/Ag collaborative support coherence.

In 21-22 and 22-23 through SWP grants, middle and high school pathway students have participated in green careers in agriculture field trips, further strengthening awareness and pathways for postsecondary options. Students have also had the opportunity to attend a field trip to every community college in our district over the past 2 years.

In 22-23 and 23-24 we have offered Career Planning and Life Exploration, and College and Academic Success courses, dual enrolled with the College of San Mateo.

Stipends for teachers to work with community colleges to meet minimum qualifications, curriculum and pathway mapping, and co-teaching are budgeted in our new CCAP grant to increase dual enrollment success.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Support for recruitment and retention of CTE and dual enrollment teachers. Support is needed for CTE teacher, counselor and coordinator collaboration and planning time. Support for CTE coordinator position to aid in developing partnerships with community colleges and postsecondary options.

Exploring dual enrollment and articulation options for current and emerging pathways. Ag is exploring articulation and dual enrollment possibilities with out of county community colleges as they have options in agriculture that do not exist in San Mateo County. Skyline College has developed a construction basics course but it is not actively being taught due to staffing shortages. We are still hoping this will be a future option. Staffing shortages in BCT are challenging at all levels. Exploring AME courses at the community college level to potentially dual enroll courses in our new AME pathway. We will also explore dual enrollments for computer science and welding once teachers are credentialed and the CTE pathways are in place.

Support also needed for middle school teacher credentialing to provide greater alignment between middles school feeder exploratory courses and high school pathways.

Minimum Eligibility Standard 5.A. Form ongoing and meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils.
Essential Element: Appropriate Use of Data and Continuous Improvement.

Not Yet in Practice (0 points) ☐	• There are no industry/labor partnership agreements. • An advisory committee representing every sector offered by the LEA has not been formed.
Emerging Practice (1 Point) ☐	• Agreements with labor/industry partners are informal and verbal. • An advisory committee representing every sector offered by the LEA is established, but only represents a limited number of stakeholders and employers.
Quality Practice (2 points) ☑	• Most partnerships are solidified through written agreements, and some are made as verbal agreements. • An advisory committee representing every sector offered by the LEA, is composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents, and students) meets at least once a year to evaluate program progress and to engage in continuous improvement activities.
Exemplary Practice (3 points) ☐	• All partnerships are solidified through written agreements that detail the responsibilities and roles of each party. • An advisory committee representing every sector and pathway offered by the LEA, is composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents, and students) meets two or more times to address program progress and program/industry needs and opportunities for pupils. • The advisory committee is integral to the operation of the CTE pathway(s).
Potential Tools/ Examples of Evidence	• MOUs, written agreements, contracts, description of verbal agreements. • Copy of Advisory Committee meeting minutes with a list of advisory committee members, the organization they represent, and their position in that organization. • A narrative of the impact these partnerships and the advisory committee have had on the CTE program, faculty, and students. • A list of advisory members identified by name, business, etc.
Evidence on File at LEA *(max. 1100 characters)*	CALPADS data, Student Information System Ag agreement with Ember Ridge Farms for the use of their land for program/student SAE project livestock Agreement with Wildflower Farms and Garden Apothecary for student interns. Ag letters of commitment by industry mentors and industry representatives MOUs for the K-12 SWPs: NCAP Agriscience, Rd. 2 Career Awareness and Exploration, Rd. 3 STEM pipeline to middle schools, Rd. 3 Equity & Access to Dual Enrollment, Rd. 5 Teen to Green Careers BACCC SWP Regional Engagement minutes- CTE Coordinator participates. County wide advisory, Ag, and BCT industry advisory minutes and membership lists. Ag strategic 5 year plan Governing board minutes CDE Ag Regional Supervisor Reviews
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed. CUSD participates in the San Mateo County CTE Advisory Committee. Both Ag and BCT have strong industry specific advisory committees. There are no known Ag industry unions. We are in the process of gaining more recommendations for additional representatives for the BCT advisory committee for greater trade union representation. We added new industry professionals and parents to our BCT advisory in 22-23. Each pathway specific advisory committee held 3 meetings during the 22-23 school year. A county wide consortium stakeholder engagement group was created in 21-22. This group helps us to increase stakeholder participation and provides a lens for industry and labor demands throughout the county in addition to our specific geographical area. The last county wide advisory committee meeting was held on March 6, 2023.

Minimum Eligibility Standard 5.A. Form ongoing and meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils.

Essential Element: Appropriate Use of Data and Continuous Improvement.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

CUSD CTE coordinator, CTE teachers, counselors and school board members participate in the San Mateo County CTE Advisory Committee.

Both Ag and BCT have strong industry specific advisory committees. There are no known Ag industry unions. Our CTE Coordinator has made strong connections with trade union representatives. We held a trade specific career panel in 22-23 that was well attended. Students had an opportunity to attend a similar evening panel at a partner district with their families. We added new industry professionals and parents to our BCT advisory in 22-23. Some of our advisory members have offered to let us bring students on field trips to see active job sites. Through an SWP consortium grant, we have a field trip planned in November for a CTE day at one of our county community colleges..

Each pathway specific advisory committee held 3 meetings during the 22-23 school year.

Many of our advisory members also serve as student mentors. Student opportunities for industry field trips, internships, volunteer work and mentored project based learning are growing.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

CTE Coordinator will support new pathway teachers in the advisory process.

BCT advisory is a small but dedicated group of industry professionals. Areas for growth include increasing membership and increasing membership representing trade unions. We are hoping to bring together a committee in 23-24 to create more exposure for students and more cohesion and opportunity between our systems in the trades. There is much support from industry professionals in the community for the trades and increasing student awareness of pathways to careers in the trades. One of our industry career panels in 22-23 was entirely dedicated to the BCT trades. Hiring and staffing BCT continues to be a challenge.

Data shows low numbers of nontraditional students in the BCT pathway. Continued support for middle school feeder courses is needed to help increase these numbers, as well as career awareness events and opportunities for nontraditional students including field trips, guest speakers and panel discussions.

Support is needed to improve student data, continued development and strengthening of industry partnerships, increase WBL opportunities, improve WBL reporting systems and data collection and certification opportunities.

Industry specific advisory for new AME pathway needs to be developed.

Support is needed for continued recruitment and retention of CTE teachers and staff for new and existing industry sector pathways.

Minimum Eligibility Standard 5.B. Provides opportunities for pupils to gain access to pre-apprenticeships, internships, and work-based learning (WBL) opportunities for industry to provide input to the CTE programs and curriculum.
Essential Element: High-Quality, Integrated Curriculum and Instruction.

Not Yet in Practice (0 points) ☐	• Does not provide opportunities for pupils to gain access, pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.
Emerging Practice (1 Point) ☐	• Provides opportunities for some pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in some pathways. • There is little evidence of a link between CTE course assignments opportunities and experiences provided.
Quality Practice (2 points) ☑	• Provides opportunities for most pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in most pathways. • There is ongoing communication between the K–12 institution and the business providing the WBL activities to ensure quality experiences for CTE pathway students and employers in most pathways.
Exemplary Practice (3 points) ☐	• All partnerships are solidified through written agreements that detail the responsibilities and roles of each party. Provides opportunities for all pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in all pathways. • There is a documented training plan and assignments are related to WBL in all pathways. • Industry partners and K–12 CTE pathway faculty collaborate on activities for students on all levels of the CTE pathway; knowledge and skill preparation needed for each WBL activity; assessment and documentation of student performance in the workplace; and orientation for workplace supervisors and students.
Potential Tools/ Examples of Evidence	• List of businesses providing WBL opportunities, the type of WBL provided, and the number of students participating in each opportunity. • Student logs of WBL activities. • Schedule of WBL for each grade level. • Training plan for WBL at each grade level. • Student WBL portfolios. • Program and student assessments from WBL supervisors. • Specify WBL offered.
Evidence on File at LEA *(max. 1100 characters)*	Assessments from student farm power performance WBL opportunities are featured as part of the Ag 5 year improvement plan. The AET system tracks Ag students SAE and other WBL activities and training. All components stated in the Agriscience course syllabi. Student supervisor evaluations WBL data collection system, spreadsheets, WBL data inputted into SIS by CTE coordinator and uploaded into CALPADS. Local stakeholder letters of commitment for North Coast Agriculture Partners (NCAP) SWP Ag teacher SAE supervision period and extended contracts.
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed. BCT pathway undergoing staffing changes in 23-24. Our new BCT instructor is OSHA certified. HEAL farm, HMB Feed & Fuel, and Garden Apothecary provide internship opportunities for students. Farm power team works with community mentors on agricultural mechanics, including performance assessments. With funding from our SWP consortium and the HEAL farm, we were able to offer two paid summer student internships. WBL is part of the Ag 5-year plan. We are adding a welding team for 23-24 with an experienced industry professional as team leader. All WBL/SAE activities linked to instruction and tracked in The AET as well as graded. Industry advisors provide input to CTE programs and curriculum. All students in the Agriscience pathway are required to complete a Supervised Agriculture Experience (SAE) Project during the school year. Students are to create an Ag related project where they all complete a set number of hours working on their project, or earn a set amount of income within the Ag industry. Students all have access to work internships in the industry for project credit.

Minimum Eligibility Standard 5.B. Provides opportunities for pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.
Essential Element: High-Quality, Integrated Curriculum and Instruction.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

Employers are motivated to further WBL. Farm Power Team mentors assess performance. Ag WBL/SAE activities are graded and tracked in The AET. Local stakeholder letters of commitment for North Coast Agriculture Partners (NCAP) SWP. Job and career fair helping to connect students with internships in emerging AME and ICT pathways. Data shows the number of CTE students participating in WBL increased dramatically in 22-23.

Our new LDE welding team will be led by a former graduate and business owner from the community.

There is much support from industry professionals in the community for the trades and increasing student awareness of pathways to careers in the trades. One of our industry career panels in 22-23 was entirely dedicated to the BCT trades and local employers and union representatives from the trades attend our spring career and job fair, giving students opportunities to make connections with employers and internship opportunities. The trades can be challenging for WBL due to age and insurance requirements and restrictions.

Our 22-23 CTE career panels represented all of our CTE sectors, with the first one focused on AME. We have a strong arts community on the coast that helps to provide internship opportunities for students.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

WBL improvement focus is to increase internship and other WBL opportunities and student certifications. PD, release time, travel, equipment and facility upgrades, SAE supervision, extended year contract, FFA advisor stipends, online industry resources and speakers will improve WBL and student access. Support needed to develop formal WBL for emerging pathways. WBL opportunities are more challenging for BCT pathway students due to union, age, and insurance restrictions. Support is needed to find WBL industry opportunities for BCT students. CTE Coordinator will work with CALPADS Coordinator to collect WBL data for the CCI/CALPADS reporting. Support/PD on new CALPADS WBL data requirements will help us further in analyzing data to support students and improve programs. We are also hoping to partner in Rd. 6 SWP consortium grants to provide more WBL opportunities for students. Support is needed for a WBL tracking system similar to The AET for other pathways. We have just started using a new SIS platform, Schoology and hope to learn how to leverage this platform to aid in the collection of WBL data.

Minimum Eligibility Standard 6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school activities and competitions.
Essential Element: Career Exploration and Student Supports.

Not Yet in Practice (0 points) ☐	• After school, extended day, and out-of-school activities and competitions are not provided.
Emerging Practice (1 Point) ☐	• After school, extended day, and out-of-school activities and competitions are provided to some CTE students and/or in some pathways. • These activities may be developed or supervised by the CTE pathway faculty.
Quality Practice (2 points) ☑	• After school, extended day, and out-of-school activities and competitions are provided to most CTE students in most pathways. • These activities are developed and supervised by the CTE pathway faculty.
Exemplary Practice (3 points) ☐	• After school, extended day, and out-of-school activities and competitions are provided to all CTE students in all pathways. • These activities are developed, supervised, and evaluated by the CTE pathway faculty. • Students are made aware of these options when they enroll in the CTE pathway and are matched with the best time option, based on their career goals and scheduling needs.
Potential Tools/ Examples of Evidence	• List of after school, extended day, out-of-school competitions and activities offered to and participated in by the students.
Evidence on File at LEA *(max. 1100 characters)*	All Ag students are enrolled and participate in the FFA CTSO from the chapter to state level with charter, rosters, officer elections, SAE and FFA activity tracking. FFA constitution, FFA program of activities documents all activities, meetings, conferences, formal speaking and industry skills based competitions, and fundraisers that the chapter participates in annually. Course syllabi with grading expectations including CTSO curriculum, leadership/participation and WBL projects. Other evidence in officer and member lists, meeting minutes, activity sign in sheets, points sheets, FFA and SkillsUSA charters. Ag teacher SAE supervision period and extended year contract support extended day and out of school travel and competitions. Ag teacher SAE supervision period and extended year contract support extended day and out of school travel and competitions. The AET records of student activities and hours. CDE Ag Regional Supervisor reviews. Ag teacher SAE supervision period, SAE WBL data in The AET, and 12 month extended year contract for Ag teachers. SWP NCAP consortium/MOU
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed. 22-23 saw a huge reinvigoration of CTSO participation and travel. Our new AG teachers have put a great deal of time and effort into reviving a robust FFA chapter. Students participated on teams and FFA events from the regional to the state level including the FFA State Conference. The FFA Administrator Experience was attended by our CTE Coordinator, high school assistant principal and district superintendent. We have an active parent booster organization that supports our FFA chapter. SkillsUSA was chartered in 2018-19 and strengthened its officer team, began fundraising and attended its first competition in February of 2019. The pandemic started shortly thereafter. Our long-time BCT teacher retired in June of 2023. We were fortunate to find a new teacher and are able to continue the pathway in 23-24. SkillsUSA membership is maintained and the leadership curriculum is embedded into BCT courses. Our new teacher is already increasing student interest and participation in community service projects. AME students work on filming and production of events beyond their class time.

Minimum Eligibility Standard 6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school activities and competitions.
Essential Element: Career Exploration and Student Supports.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

Career development events available to all CTE students include on campus career panels, career and job fairs, WBL and community service opportunities, industry speaker panels and field trips. CTSO chapters are integral to curricula. Career development events for Ag/FFA students include leadership conferences, competitions, field days, section leadership nights, fundraisers and college tours. The high school full block schedule supports participation in after school, extended day and out of school activities and competitions.

Student participation on FFA teams increased dramatically in 22-23 including livestock judging, farm power, and tractor teams. Two of our FFA students placed and competed in regional competition in the first ever Spanish Speaking Creed competition in FFA history.

In 23-24, our BCT students plan to work on community service projects including a new chicken coop and run for the middle school Ag farm.

Active CTSO charters and student membership. Traditionally, the FFA chapter has had strong community support and has been a robust program. We have an active parent booster organization that supports our FFA chapter and Ag program. NCAP consortium provides Ag partnerships with other districts and programs increasing student contacts and participation with other chapters. College tours, career development, community service, leadership activities, fundraising, skill competitions and SAE s are all part of the FFA program.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Continuous improvement needed to expand WBL opportunities for students, particularly in the trades. CTE Coordinator, administration, and counselors work with staff to identify and remove barriers to student participation in activities outside the school day including transportation.

Increased funds needed to support an increasing number of students and teachers/advisors for CTSO registrations, activities, transportation, and travel. Funds for PD for teachers, release time and curriculum development also needed. This need is increasing as our staff and programs expand. Transportation funding, equipment, supplies and improved facilities will help to expand after and out of school activities.

Minimum Eligibility Standard 7.A. CTE pathway program reflects regional and/or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.
Essential Element: Appropriate Use of Data and Continuous Improvement.

Not Yet in Practice (0 points) ☐	• There is no evidence that the CTE pathway is aligned with economic needs and labor market information. • CTE pathway does not appear to lead to high-skill, high-wage, or high-demand occupations.
Emerging Practice (1 Point) ☐	• There is minimal alignment of CTE pathway design, delivery, and outcomes with current and projected labor market needs. • Evidence minimally identifies a need in the industry sector or general category of employment, but not for any specific CTE pathway.
Quality Practice (2 points) ☑	• There is general alignment of CTE pathway design, delivery, and outcomes with current and projected labor market needs. • There is correlation between the specific high-skill, high-wage, or high-demand occupations which are the focus of the CTE pathway and the labor market information provided for some sectors and pathways.
Exemplary Practice (3 points) ☐	• There is clear and specific alignment of all CTE pathway design, delivery, and outcomes with current and projected labor market needs. • Evidence provides a clear case for all current and projected labor market needs for the CTE pathways for all sectors and pathways. • A projection of the number of students from this CTE pathway that will be qualified to enter high-skill, high-wage, or high-demand occupations in this field at entry and technical levels is provided.
Potential Tools/ Examples of Evidence	• K–12 Strong Workforce Program (SWP) Deputy Sector Navigator reports. • Labor market reports from valid sources, correlated with CTE sequence of courses. • Letters from industry and labor partners indicate how their participation in the CTE pathway will prepare and encourage future workers in this field.
Evidence on File at LEA *(max. 1100 characters)*	K-12 SWP navigator reports, EDD LMI, Centers of Excellence (COE) for Labor Market Research reports, CA Career Zone for the Bay Area region, Central Coast Region and San Mateo County employment data. County wide and pathway specific advisory meeting agendas and minutes. Post graduate follow-up placement data. NCAP K-12 SWP letters of support. Verified LMI and student data reports.
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed. A new COE sector demand dashboard for our Bay Region for ICT shows increasing demand in jobs in digital media, particularly in our subregion, with projected new job openings as high as 31% in some fields between 2021-2026. We hope our new AME/ICT pathways will develop interest and prepare our students for careers and postsecondary studies in this industry. Demand in BCT industry is increasing including an increase in green careers within the industry. High real estate prices and very low housing inventory in the region are increasing the demand in construction as many homeowners are choosing additions, remodels and ADU s rather than moving. This industry is also experiencing increased demand from consumers for sustainable building materials and practices. There is increasing demand in plumbing and electrical industries as incentives for switching from natural gas to electrical appliances increase, along with the demand for solar energy. The skilled application of technology is needed for all pathways including use of drones in fire management, and environmental systems and design.

Minimum Eligibility Standard 7.A. CTE pathway program reflects regional and/or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.
Essential Element: Appropriate Use of Data and Continuous Improvement.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

The CTE county wide advisory assists in providing the most up to date labor market data and needs in the industry to assist in planning additional pathways based on industry needs for the region. The CTE industry specific advisories assist in reporting on local labor market demands and guide in planning future pathway changes to meet industry demands for jobs in the area.

All pathways show employment growth although impacted by challenges of recent years.
The AME sector shows 11.45% increase overall in the Bay Region between 2019-2024 (Bay Area CoE). Advisory industry professionals for BCT feel growth data is conservative based on their increased demand and the unforeseen events during the data time frame.

Pathways are designed to reflect industry needs with ongoing updates. In the Agriscience pathway, alignment with NGSS emphasizes plant and animal science and technical skills needed for industry success in a region with thriving field and greenhouse agriculture, agritainment, and a growing movement within the industry toward sustainable farming practices.

2022 CTE graduate follow up survey shows 100% placement rate. Respondents show 83% placement in postsecondary education, 33% attending 4 year colleges,50% attending community colleges,16% in state level apprenticeship programs,17% employed full time, with an overall 67% employment full or part time, all earning at or above minimum wage. 33% are not employed but are full time college students.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

All pathways show employment growth although impacted by challenges of recent years.
Fires throughout California are increasing the need for new/replacement building and repair. We continue to work to expose pathway students to green careers within their industry as these opportunities are growing as evidenced by the recently released COE green jobs dashboard. Support is needed to provide opportunities for students to learn about programs and careers with the most opportunities and high wages. COE data for 2022 shows the most job openings for green careers in AGR in farm management, firefighting supervisors and prevention specialists, ranching, park naturalists and foresters.

Opportunities for growth include continued exploration of pathway additions and expansion based on labor market needs. Support needed for continued development of new AME pathway (equipment, PD, release time for curriculum planning). Support needed for recruitment and retention of credentialed staff for ICT computer technology and other potential new pathways, continued growth of middle school CTE to support and strengthen high school pathways and for CTE Coordinator position. The coordinator continues to collect and present LMI data, student placement data and obtains industry input to guide improvement. Support for soft skills curriculum development, an increasing need identified by advisory professionals, and continued work to increase student opportunities for internships and WBL.

Minimum Eligibility Standard 7.B. Is informed by the regional plan of the local SWP consortium.
Essential Element: Cross-System Alignment.

Not Yet in Practice (0 points) ☐	• The CTE pathways are not part of the local SWP consortium and LEA does not collaborate or seek to align with the regional plan of the local SWP.
Emerging Practice (1 Point) ☐	• The CTE pathways are aware of the regional plan of the local SWP consortium, but LEA is beginning to collaborate or seek to align with the regional plan of the local SWP.
Quality Practice (2 points) ☐	• The CTE pathways are involved in the regional SWP consortium, and LEA is aware of the regional plan. • The CTE pathways are aligned with the SWP plan where it complements the CTE Incentive Grant (CTEIG) requirements.
Exemplary Practice (3 points) ☑	• The CTE pathways are involved in the development and implementation of the regional plan of the SWP consortium. • The CTE pathways are aligned with both CTEIG and SWP goals and desired outcomes. • Funding from CTEIG, SWP, and other sources are braided to best apply and use funds for the improvement and expansion of CTE pathway.
Potential Tools/ Examples of Evidence	• Document identifying members of local SWP consortium members. • Local SWP plan. • CTE pathway plan is aligned with CTEIG and SWP goals and desired outcomes. • The successful integration and braiding of CTEIG, SWP, and other CTE initiatives' goals, activities, and funding sources can serve as a model for others.
Evidence on File at LEA *(max. 1100 characters)*	NCAP consortium, San Mateo County CTE Advisory Council, K-12 SWP plans and MOUs, applications, membership lists, work plans, agendas and minutes for consortia. MOUs and work plans include: NCAP Rd. 1 Agriscience and Rd. 3 Agriculture, Rd. 2 Career Awareness and Exploration, Rd. 3 STEM Pipeline to the Middle Schools, Rd. 3 Equity & Access to Dual Enrollment and Rd. 5 Teen to Green Careers. In addition to SWP, braided CTE funding sources include Perkins, AIG, CTEIG and CCAP grants.
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed. The CTE Coordinator and Assistant Principal of Curriculum and Instruction are members of the county wide advisory committee and SWP consortium. These meetings are also attended by CTE teachers and counselors. CUSD is a partner in the following K-12 SWP grants: NCAP Rd. 1 Agriscience and Rd. 3 Agriculture, Rd. 2 Career Awareness and Exploration, Rd. 3 STEM Pipeline to the Middle Schools, Rd. 3 Equity & Access to Dual Enrollment, and Rd. 5 Teen to Green Careers. CUSD intends to participate in tha application for SWP Rd. 6 consortium grants. The CTE coordinator attends and participates in SWP meetings including the San Mateo county CTE advisory, SWP consortium meetings, consortium meetings for individual grants, and the BACCC regional engagements for the purposes of collaboration, coordination of grants and the improvement and expansion of pathways.

Minimum Eligibility Standard 7.B. Is informed by the regional plan of the local SWP consortium.
Essential Element: Cross-System Alignment.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

CUSD is a partner in the following K-12 SWP grants: NCAP Rd. 1 Agriscience and Rd. 3 Agriculture, Rd. 2 Career Awareness and Exploration, Rd. 3 STEM Pipeline to the Middle Schools, Rd. 3 Equity & Access to Dual Enrollment and Rd. 5 Teen to Green Careers.

CTE staff including teachers, coordinator, and counselors attend workshops and informal meetings and participate in planning and implementation to align with LCAP, CTEIG and SWP goals and outcomes. CTE Coordinator participates in SWP and other CTE coordination meetings including the BACCC Regional Engagement meetings and PD. CTE funding (CTEIG, Perkins, AIG and K12-SWP) sources are braided to support improvement and expansion of pathways.

CTE Coordinator meets with regional pathway directors to identify, coordinate and plan future pathways and serves on the SWP Selection Committee for the Bay Region.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Having a full time CTE Coordinator has helped tremendously in improving alignment with the local SWP consortium. Continued support is needed for the CTE coordinator position to successfully implement CTE program goals that are strengthening and expanding pathways, coordinate with SWP consortiums, community colleges, CTE teachers, counselors, district and site administration, assist teachers in CTE credentialing process, dual enrollment opportunities, draft board memos and approvals, organize CTE field trips and events, providing sector career panels, job and career fairs, apply for and manage grant funding and deliverables, data reporting and research.

Minimum Eligibility Standard 8. Leads to an industry recognized credential or certificate, or appropriate postsecondary education or training, employment, or postsecondary degree.
Essential Element: High-Quality, Integrated Curriculum and Instruction.

Not Yet in Practice (0 points) ☐	• The CTE pathways are not aligned to any industry certifications. • There is no CTE-specific support or guidance to assist students in pursuing postsecondary education, training, or employment. • No CTE data is collected to determine postsecondary choices or success.
Emerging Practice (1 Point) ☐	• Some CTE pathway students have the opportunity to receive an industry certification that may or may not qualify them for entry-level employment. • Some programs lead to postsecondary education or training, employment, or postsecondary degree. • Collects some CTE student survey data on postsecondary choices and success without any follow-up.
Quality Practice (2 points) ☑	• Most CTE pathway students have the opportunity to achieve at least one capstone certification that qualify them for entry-level employment. • The majority of CTE programs lead to postsecondary education or training, employment, or postsecondary degree. • Collects all grade twelve CTE student survey data on postsecondary choices and success. Follows up with students one year after high school to determine outcomes of program.
Exemplary Practice (3 points) ☐	• All CTE pathway students have the opportunity to achieve at least one capstone, industry-recognized certification that qualifies them for entry-level employment. • All technical assessments are nationally benchmarked and include a skills-based component. • All CTE programs lead to postsecondary education or training, employment, or postsecondary degree. • Collects all CTE student survey data on postsecondary choices and success. Follows up with students one year after high school to determine outcomes of program. • Data informs program improvement.
Potential Tools/ Examples of Evidence	• List of industry-recognized certifications available for students within the CTE pathway, number of students in capstone course(s), number of students taking exam/assessment, and number of students achieving certification. • Description of organization providing exam(s), general content of exam(s), portability of certification. • Type of employment opportunities for which each exam qualifies students. • List of postsecondary education, training, employment, or postsecondary degree options for each CTE program. • Student surveys for postsecondary education, training, or employment plans.
Evidence on File at LEA *(max. 1100 characters)*	Student planning guide Course syllabi FFA degrees Postgraduate follow up study The Ag Experience Tracker Data Perkins performance indicators and CALPADS data
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed. Postgraduate follow up study performed annually. 2022 CTE graduates report 83% placement in postsecondary, 33% attending 4 year institutions and 50% attending community colleges. The percentage of graduates continuing their postsecondary education in their high school CTE pathway of study is 50%. 67% are employed full or part time, all earning at or above minimum wage. FFA degrees are recognized for college entrance. The first capstone completers for BCT graduated in June of 2022. The CDE Ag Dept. is currently working on a statewide initiative to address Agriscience certification. County SWP working on workforce readiness certification. We invested in the iCEV certification platform for 22-23. FFA degrees are recognized for college entrance and as previous experience in the agriculture industry.

Minimum Eligibility Standard 8. Leads to an industry recognized credential or certificate, or appropriate postsecondary education or training, employment, or postsecondary degree.
Essential Element: High-Quality, Integrated Curriculum and Instruction.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

All pathways lead to postsecondary education or training. Post graduate follow up survey completed annually. 2022 graduates reported 100% placement in either postsecondary education or full time employment. All pathway courses are UC/CSU A-G approved.

Our county SWP consortium continues to work on a workforce readiness certificate. It is the hope that all students in CTE pathways can eventually earn a workforce readiness certificate upon pathway completion. We continue to work on this with our countywide advisory and our county consortium partners. We are also applying for a round 6 SWP consortium grant focused on workforce readiness and WBL.

The CDE Ag Dept. is currently working on a statewide initiative to address Agriscience certification. County SWP working on workforce readiness certification. We invested in the iCEV certification platform for 22-23. FFA degrees are recognized for college entrance and as previous experience in the agriculture industry.

In 23-24, we hope to investigate OSHA 10 certification for BCT pathway and Adobe certification for AME pathway. We will continue to work with our AGR consortia to develop and provide more certification opportunities for our AGR students.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Improvement opportunities include continuing efforts to partner with community colleges both in and out of the county to offer students articulated courses that can provide certifications they can carry into postsecondary pathways. Our local college district does not offer courses aligned to our two main pathways. There is a non-credit construction basics course offered for dual enrollment through Skyline College that we are working toward with Skyline s dual enrollment coordinator. We continue to explore pre-apprenticeship opportunities, but encounter difficulty with carpenter s and construction unions due to age requirements. We are also investigating potential partnerships with out of county colleges for Agriculture. We are also working with Cañada College to potentially dual enroll our digital arts class.

Certifications continue to be an area for improvement opportunities. Certifications for Ag are an issue statewide. Changes in the BCT pathway may allow us to incorporate OSHA 10 certification. We will continue to investigate certification options for all pathway students. Support is needed to pay for certification platforms and individual student fees for certifications.

Minimum Eligibility Standard 9.A. CTE courses are staffed by skilled teachers or faculty.
Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

Not Yet in Practice (0 points) ☐	• One or more CTE program(s) do not have CTE credentialed teachers.
Emerging Practice (1 Point) ☐	• Most CTE pathway teachers have the correct preliminary or clear CTE Designated Subjects credential, or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with some industry experience. • Some CTE pathway teachers are in the beginning phases of credentialing and/or hold a temporary permit or preliminary. • Some CTE teachers participate in CTE professional development relevant to their pathway.
Quality Practice (2 points) ☐	• All CTE pathway teachers have the correct preliminary or clear CTE Designated Subjects credential or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with some industry experience. • Most CTE teachers have completed some CTE professional development relevant to their pathway during the past three years.
Exemplary Practice (3 points) ☑	• All CTE pathway teachers have the correct clear CTE Designated Subjects credential or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with significant industry experience. • All CTE teachers have completed specific CTE professional development relevant to their pathway during each of the past three years.
Potential Tools/ Examples of Evidence	• List of CTE teachers and faculty including the credentials/minimum qualifications and the type and date(s) of industry experience for each, and any professional development that was completed during the past three years.
Evidence on File at LEA *(max. 1100 characters)*	Teacher credential records. Perkins credentialed teacher matrix Professional development and activities list San Mateo County Office of Education MOU with Orange County Office of Education for teacher credentialing program NCAP, CATA, FFA, AIG checklist, and district PD development schedules and records.
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed. All CTE pathway teachers and staff hold appropriate CTE credentials. CTE Coordinator, position supported by CTEIG, holds both CTE and administrative services credentials and has many years of experience in CTE. Both full time Ag teachers have a CTEIG supported extended year contract, as well as a general fund supported supervision period for SAEs. These factors improve our ability to recruit and retain highly qualified Ag teachers and strengthen the program. For 23-24, we have 2 new potential CTE teachers at various points in the credentialing process. We are hoping to credential an ICT computer science teacher and a welding teacher. Our broadcasting teacher has filed his application and is waiting on his preliminary credential from the CDE. We have a new athletic trainer with a master s degree and industry experience in HLT and hope to get him credentialed and develop a future HLT pathway. Our middle school teachers and principal are interested in CTE credentialing to solidify CTE at the middle school level and increase alignment with high school pathways.

Minimum Eligibility Standard 9.A. CTE courses are staffed by skilled teachers or faculty.
Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

All CTE teachers and CTEIG/SWP funded CTE Coordinator are all highly qualified and have appropriate CTE credentials. Our welding teacher is gathering his documents for industry verification and plans to apply for his CTE credential. Our ICT computer science teacher also plans to apply for his preliminary CTE credential as do several of our middle school staff. CTE funding is only available to pathways with credentialed teachers.

We have made great strides in credentialing and have doubled our number of CTE credentialed teachers, and plan to increase that number again in 23-24.

CTEIG support for recruitment and retention of qualified credentialed teachers, the Ag teacher extended year contract, district funded SAE period, and reduction in the number of preps for Ag teachers has assisted with recruitment and retention of two highly qualified Ag teachers. New district funded Ag farm facilities was just completed in the spring of 2023. Improvement of facilities helps with teacher recruitment and retention.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Continued CTEIG support needed for extended contracts, stipends, professional development, teacher recruitment and retention. The extremely high cost of living in our area and competition with other high revenue, higher paying high school districts in San Mateo County makes teacher recruitment and retention extremely difficult for us as a unified district with lower teacher salaries. This is a continued challenge. We had two full time Ag teachers for the first time for the 22-23 school year. They are both enthusiastic about growing the pathway, bringing new ideas and fresh perspective, and growing FFA participation. Continued CTEIG support for substitutes, PD, collaboration within district and with community college partners, and CTSO teacher and student travel is essential to the success of our CTE programs.

Teacher retention and supporting teachers in obtaining CTE credentialing to build pathways is a priority.

CTEIG and SWP funded CTE coordinator, CTEIG funded extended year contracts, teacher recruitment and retention support, PD, planning time, CTSO support, instructional materials and facilities improvement significantly aid in CTE teacher retention, pathway development and sustainability.

Minimum Eligibility Standard 9.B. Dedicates resources for professional development for CTE teachers, including educator externships with industry.
Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

Not Yet in Practice (0 points) ☐	• Resources are rarely provided for professional development of CTE pathway teachers. • Few CTE teachers attend specific CTE conferences and workshops annually. • Externships are rarely pursued or supported. • Few CTE teachers participate in teacher externships. • Few CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
Emerging Practice (1 Point) ☐	• Some resources are provided for professional development of CTE teachers. • Some CTE teachers attend specific CTE conferences and workshops annually. • Externships are pursued and supported upon request. • Some CTE teachers participate in teacher externships. • Some CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
Quality Practice (2 points) ☑	• Many resources are provided for professional development of CTE teachers. • Most CTE teachers attend specific CTE conferences and workshops annually. • Externships are offered to CTE teachers annually; externships are pursued and supported. • Most CTE teachers participate in teacher externships. • Most CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
Exemplary Practice (3 points) ☐	• All necessary resources are provided for professional development of CTE teachers. • All CTE teachers attend sector-specific CTE conferences and workshops annually. • Externships are offered to CTE teachers annually, individualized to meet specific needs; externships pursued and supported. • All CTE teachers participate in teacher externships. • All CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
Potential Tools/ Examples of Evidence	• Professional development needs assessment for CTE teachers. • List of events, classes, and workshops that CTE teachers accessed, and the number of CTE teachers that attended. • List of curricular or instructional products or changes that resulted from CTE professional development. • List of teacher externships and outcomes.
Evidence on File at LEA *(max. 1100 characters)*	Professional development activities and participation lists. NCAP SWP staff development workshops and conferences lists Agriculture 5 year plan District funded K-12 Science Teacher Collaborative, minutes and sign in sheets FFA professional development workshops for Ag teachers Records of Ag teacher PD in The AET Transcripts of teacher coursework for CTE
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed. CTE teachers request and are encouraged to attend subject area specific PD that will build their capacity and skills in instruction, content knowledge and leadership. Ag teachers participate in monthly K-12 science teacher collaboration to share best practices and align curriculum with NGSS. Externships for teachers and site visits during community classroom WBL visits are goals in the Ag. 5 year plan. Ag teachers participate in various professional development opportunities provided by the CA Ag Teachers Association (CATA) and NCAP that include industry based training, current trends in Ag education, Ag ed conferences, industry tours, etc. including Fall Roadshow, Sectional and Regional meetings, New Professionals Conference and the CATA summer conference. AME teacher continues to take coursework to improve her skills including AutoCad, Adobe Illustrator, and Adobe InDesign. Broadcasting teacher works as a sportscaster for a university in addition to his teaching duties providing valuable work experience consistently in his field.

Minimum Eligibility Standard 9.B. Dedicates resources for professional development for CTE teachers, including educator externships with industry.
Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.
Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

CUSD funds professional development and some release time. CUSD provides district wide PD 6 times per year for all district teachers. CTE teachers are encouraged to attend industry specific PD. CTEIG, Perkins, SWP, AIG grants, and CTE associations supplement CTE PD. North Coast Ag Partners (NCAP) consortium with SWP funds provide exceptional industry related training, including road shows/industry tours. CA Ag Teachers Association sponsors Ag conferences and summer skills week. WBL/SAE period is district funded. Ag teachers have multiple PD opportunities throughout the school year and during the summer.

Middle school teachers trained on SWP STEM modules through SWP STEM Pipeline to the Middle Schools grant. Middle school green career modules and electives feed into high school pathways. All CTE staff were eligible to receive SWP funded Critical Race and Equity training in 22-23.

AME teacher continues to take coursework to improve her skills including AutoCad, Adobe Illustrator, and Adobe InDesign.

Broadcasting teacher works as a sportscaster for a university in addition to his teaching duties providing valuable work experience consistently in his field.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Funds needed to support CTE teacher, coordinator, counselor and administrator participation in CTE conferences and follow up planning. New administrators are not familiar with CTE and need the opportunity to attend CTE PD including Educating for Careers and the FFA Administrator Experience conferences. Continued support needed for Ag teacher extended contract and FFA stipends. Continued support for recruitment, retention and PD for new CTE teachers to add new pathways and continue to develop and update existing pathways. BCT teacher is interested in a tiny house build with capstone students in 24-25 and support is needed for materials. NCAP partnership has been extremely beneficial in funding Ag teacher PD, but the Rd. 5 NCAP consortium grant was funded in the Northern CA region, but not in the Bay Region. Our teachers still have access to NCAP events and professional development, but we will have to fund them with either CTEIG or Perkins for at least the fall 2023 semester. NCAP will apply for SWP funding again in Rd. 6 and we are hoping it will be fully funded again for January of 2024 as this consortium and the PD it provides have been extremely valuable to our Ag teachers. Continued participation in this consortium is essential to help fund Ag specific conferences such as CATA. Continued support needed to provide professional development opportunities, registrations, hotel and travel expenses for industry specific PD for all pathway teachers.

Minimum Eligibility Standard 10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.
Essential Element: Equity and Access.

Not Yet in Practice (0 points) ☐	• The LEA has policies in place to ensure the learning environment is accessible to all students, but nothing specific to special populations in CTE programs. • Special populations have access to few CTE pathways. • The LEA does not provide resources designed to recruit, retain, and support special populations in CTE programs. • Promotional materials are unavailable, and need to be developed to highlight supports for special populations.
Emerging Practice (1 Point) ☐	• The LEA has policies in place to ensure the learning environment is accessible to all students, and some CTE pathways ensure accessibility through reasonable accommodations and modifications. • Special populations have access to some CTE pathways. • The LEA provides resources designed to recruit, retain, and support special populations for some CTE programs. • Promotional materials for some pathways are available, but need to be developed to highlight supports for special populations.
Quality Practice (2 points) ☐	• The LEA has policies in place to ensure the learning environment is accessible to all students, and most CTE pathways ensure accessibility through reasonable accommodations and modifications and differentiation. • Special populations have access to most CTE pathways. • The LEA provides resources designed to recruit, retain, and support special populations for most CTE programs. • Promotional materials for most pathways are available, present a broad range of career options, and highlight supports for special populations across pathways.
Exemplary Practice (3 points) ☑	• The LEA has policies in place to ensure the learning environment is accessible to all students, and all CTE pathways ensure accessibility through individualized accommodations, modifications, and differentiation. • Special populations have access to all CTE pathways, and LEA works with families and staff to recruit, retain, and support special populations in CTE programs. • LEA resources are designed to recruit, retain, and support special populations in all CTE programs. • Promotional materials for all pathways are available, present a broad range of career options, are multilingual and highlight supports for special populations across pathways.
Potential Tools/ Examples of Evidence	• School and program equity and access policies. • Promotional materials. • Accommodations and modifications in place for special populations students. • Strategies and supports provided that promote recruitment, retention, and success of special population students.
Evidence on File at LEA *(max. 1100 characters)*	Equity and Access Policies Student Planning Guide Student Data System and CTE performance indicator data Parent and student course information sessions calendar Middle school presentations by CTE teachers Shared CTE instructors between high school and middle school Middle school electives aligned with high school pathways SWP Equity and Access to Dual Enrollment grant and associated PD for CTE teachers Special education push in/co-teacher model and enhanced rosters and course offerings. Para schedules and assignments CTE IEP and 504 student accommodations
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed. Students with IEPs are supported in CTE classes with enhanced course offerings, paraprofessionals, and dedicated push in SPED co-teacher. Community liaison supports and provides translation for ELL students and families supporting student participation in classroom, lab, FFA and SAE activities. In progress is a video to show 8th grade students and parents all of the CTE pathways available at the high school. Middle school Ag and STEAM module courses are provided to all students in rotation for full access to the curriculum as an introduction to high school pathways. Ag course names were realigned to better mirror the science pathway and make course selection easier for students and families in 22-23. An introductory section with a push-in SPED teacher was added for 23-24 for greater accessibility to the pathway. Ag teacher SAE supervision period and extended contract open more opportunities for SPED students to be involved in farm related WBL. One of our Ag teachers hopes to develop a goat program for special day students.

Minimum Eligibility Standard 10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.
Essential Element: Equity and Access.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

All students have access to CTE. Students with IEPs are supported by SPED co-teacher and paraprofessionals. Students are recruited through scheduled course information sessions advertised to parents and students and PLP presentations by counselors. Ag teacher and FFA student presentations and recruitment takes place in middle school science classes. Ag course names were realigned in 22-23 to better mirror the science pathway and make course selection easier for students and families for the 23-24 school year. Data showed a lack of SPED completers in Ag as SPED students did not have access to a physical science Ag course in the pathway. We added an Ag Earth Science course as an introductory course for 23-24. A section with a push-in SPED teacher was added for 23-24 for greater accessibility to the pathway. Community liaison supports and provides translation services for ELL students, parents and staff, providing information to encourage and support student participation in CTE programs and activities. All documents, newsletters and information for parents and families are available in both English and Spanish. SWP grants have been used to create promotional CTE videos. CTE coordinator collects and reports longitudinal data for identifying needs and improving services for special populations. Ag teacher SAE supervision period and extended contract open more opportunities for SPED students to be involved in farm related WBL.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

The CTE student population represents the school demographics. Support systems are in place for special populations, yet there is always room for improvement in identifying barriers to CTE access and success for all students. In gathering data for CALPADS data upload, our CTE coordinator discovered that special needs students were not completing the Agriscience pathway. It was discovered that the Introductory Ag course was offered in an enhanced format with a SPED co-teacher, however SPED students were not enrolling in the intermediate course and were instead moving to Earth Science. Earth Science and Intermediate Agriculture both provide physical science credit. Earth Science was offered with a SPED co-teacher, but Int. Ag was not, forcing SPED students to move out of the pathway. For 23-24, we changed the names of the Ag courses to better mirror the science pathway and added an introductory Ag Earth Science class. As anticipated, sign ups for this class warranted a section with a push in SPED teacher. We hope this change will increase the number of SPED students that complete the pathway. Continuing to assess data to improve our practice will provide greater equity for all students. Continued support and braided CTE funding also helps keep the CTE class sizes lower which also benefits students in special populations.

11. Unique Conditions: Identify situation(s) and/or conditions that affect your LEA on an ongoing basis. (max. 1500 characters)

CUSD is located in rural San Mateo County and is geographically isolated from many services and larger industries. AG, Hospitality & Tourism, BCT, are sectors that have high demand for workers in the area. We have a thriving artist community. Many people commute from the coast to tech jobs in Silicon Valley and San Francisco and many telecommute.

CUSD is a lower revenue district compared to other districts in the county. High cost of living and dramatic increases in housing costs have made teacher recruitment and retention extremely difficult. Local industries are experiencing similar challenges. These are limiting factors in sustaining the economy in the area and the CTE pathways that support these industries. These factors have also contributed to a downturn in enrollment, making retention of staff and program improvements even more challenging.

Changes and updates in our BCT pathway and pending welding pathway will require significant investment for materials, equipment, and facilities upgrades. Unique to our district is our agriculture program which requires increasing financial support to sustain its growth. We are making progress in credentialing more CTE teachers and adding pathways. Our CTE programs serve a high population of EL, SPED, economically disadvantaged and nontraditional students with successful graduation rates. We are excited to be expanding our staff and offering new pathways for students even in the face of the current challenges facing our district.

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

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

MEMORANDUM

MEETING DATE: November 9, 2023
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Director of Personnel and Pupil Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Classified Personnel Report

BACKGROUND INFORMATION

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

1. OFFER OF EMPLOYMENT FOR 2023-24 SCHOOL YEAR

Jhinezka Mendoza de Arias, Yard Duty Supervisor, El Granada Elementary School, effective October 10, 2023.

Elvia Soltero, Expanded Learning Professional, El Granada Elementary School, effective October 2, 2023.

2. CHANGE IN ASSIGNMENT

Lesly Juarez-Valencia, Campus Security Assistant, Cunha Intermediate School, formerly Paraprofessional Special Education II, Cunha Intermediate School, effective October 4, 2023.

3. RESIGNATION

Ignacio Valencia Rios, Custodian II, Cunha Intermediate School, effective September 30, 2023.

FISCAL ANALYSIS

The financial impact is included in the budget.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: November 9, 2023
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A. Ed., Director of Personnel and Pupil Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Tentative Agreements between Cabrillo Unified School District and California School Employees Association

BACKGROUND INFORMATION

Over the 2022-23 school year, the Cabrillo Unified School District (CUSD) and the California School Employees Association (CSEA) #485 met and negotiated Article XI, Leaves, Article VI, Salary, Article VIII, Health and Welfare Benefits, and Article XIV, Reclassification.

The exhibits under this Item outline the Tentative Agreements with CSEA #485. The following has been negotiated under the tentative agreements and ratified by CSEA:

- **Article XI, Leaves**, changes the contract language to conform with the law and the negotiated tentative agreement.

- **Article VI, Salary, and Article VIII, Health and Welfare Benefits**, the parties agree that in the event increases in salary and/or benefits for the 2022-23 school year are offered and provided to the District's other bargaining unit(s), the District agrees to offer and provide the same increase(s) to CSEA for the 2022-23 school year.

- **Article XIV, Reclassification**, changes the contract language to conform with the negotiated tentative agreement.

REPORT/PROPOSAL

Negotiations remain ongoing between CUSD and CSEA. Articles VI, Salary, and Article VIII, Health and Welfare Benefits, are currently being discussed and negotiated.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

RECOMMENDATION

Approval of the Tentative Agreements between the California School Employee Association Chapter 485 and the Cabrillo Unified School District.

TENTATIVE AGREEMENT
BETWEEN
CABRILLO UNIFIED SCHOOL DISTRICT
AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CABRILLO CHAPTER 485

March 23, 2023

Having met and negotiated in good faith, the Cabrillo Unified School District ("District") and California School Employees Association and its Cabrillo Chapter 485 ("CSEA") (collectively "Parties"), have reached the following Tentative Agreement ("TA"), subject to ratification by the membership and approval by the District's Governing Board.

ARTICLE XI – LEAVES

The Parties agree to modify Article XI, section 11.1, as follows:

11.1 Bereavement Leave: Every employee shall be granted necessary leave of absence with pay not to exceed three (3) days on account of death of any member of his/her immediate family. ~~or five (5) days if more than 200 miles of travel is required on account of death of any member of his/her immediate family, except that in the case of the death of the employee's spouse or child two (2) additional days of bereavement leave shall be granted. Refer to 11.8.1(a) for additional bereavement leave. Employees are entitled to two (2) additional days of unpaid bereavement leave, except that they may use any available sick leave, personal necessity leave, or accrued vacation for said days.~~

If 200 miles or more of travel is required on account of the death of the immediate family member, or if the death is of the employee's spouse or child, then the employee shall be entitled to an additional two paid (2) days of bereavement leave.

If fewer than 200 miles of travel is required, or if the death is not of the employee's spouse or child, then the employee shall be entitled to an additional two unpaid (2) days of bereavement leave, except that the employee may use any available sick leave, personal necessity leave, or accrued vacation for said days.

Bereavement leave shall be completed within three (3) months of the date of the death of the family member. Upon request, the employee shall provide documentation of the death of the family member within thirty (30) days of the first day of the leave.

///

The Parties agree to add the following section under Article XI, section 11.4:

11.4.6 Employees shall provide notice to their immediate supervisor when there is a need to be absent on account of illness or injury as soon as the need is known and before the start of their shift, unless the need is

CUSD ___ / CSEA ___

caused by an unforeseen emergency. The notice shall include the employee's expected duration of absence.

///

The Parties agree to replace the entirety of Article XI, section 11.6, with the following:

11.6 Entitlement to Other Sick Leave: Each fiscal year, each regular bargaining unit employee shall be credited with 100 working days of paid sick leave for personal illness or injury. When the current year and accumulated full pay personal illness or injury days are exhausted, the remainder of the 100 personal illness or injury days shall be compensated at 50 percent of the employee's regular salary. Any of the 100 days of leave not used during the year in which they are credited shall be forfeited and shall not accumulate from year to year. This paid leave shall be exclusive of any other paid leave, holidays, vacation, or compensatory time to which the employee may be entitled; however, employees may elect to use such paid leaves to supplement the 50 percent compensation up to 100 percent of their regular earnings.

///

The Parties agree to replace the entirety of Article XI, section 11.8, with the following:

11.8 Personal Necessity Leave:

A bargaining unit member may elect to use annually up to eight (8) days of accumulated personal illness leave for the purpose of personal necessity. Of the eight (8) personal necessity leave days, unit members may utilize five (5) of such days without providing a reason to the District (i.e., "no-tell"). "No-tell" days shall not be used on the first and last days of school. Unit members may not take more than two (2) personal necessity days in a consecutive manner.

11.8.1 All employees are entitled to use accumulated sick leave for personal necessity. Personal necessity leaves are allowable for the following reasons:

(a) Death or serious illness of a member of the employee's immediate family. (See definition for immediate family under Bereavement Leave, Section 11.1.1.)

(b) Accident involving his/her person or property, or the person or property of a member of his/her immediate family.

(c) Birth or adoption of his/her child.

(d) Appearance in any court or before any administrative tribunal as litigant, party, or witness under subpoena or any order made with jurisdiction.

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(e) Personal business or other "contingency" that cannot be taken care of before or after work hours or on Saturday or Sunday, including required attendance at religious ceremonies.

(f) Personal necessity, including "no-tell" days, shall not be taken as part of a work stoppage or slowdown, or on a holiday or to extend a holiday. Regular personal necessity leave (i.e., the non "no-tell" days) shall not be taken for recreational activities.

If requesting a personal necessity day on a day that immediately precedes or follows a holiday, then the unit member must provide a reason under Article 11.8.1, subdivisions (a) through (e), and supporting documentation.

11.8.2 Prior authorization, except under extenuating circumstances, is required for reasons (c), and (d), above. When using this leave, the leave statement form shall be filed.

11.8.3 Whenever possible, a bargaining unit member must submit a completed request for personal necessity leave on a District form to the Personnel Department or on Frontline at least two (2) working days prior to the date on which such leave is requested. If advance notice is not possible, the unit member shall submit a completed personal necessity form to the Personnel Department or on Frontline within two (2) working days after return to work. The unit member shall identify the reason for the personal necessity leave on the form or on Frontline, unless the unit member is utilizing a "no-tell" day. If the unit member is utilizing a "no-tell" day, then the unit member shall indicate as such on the form and/or Frontline.

11.8.4 The District may request documentation or other verification to support a unit member's utilization of personal necessity leave, unless a "no-tell" day is utilized.

///

The Parties agree to replace the entirety of Article XI, section 11.11.3, with the following:

11.11.3 Maternity and Parental Leave:

(a) Parental Leave: During each school year, a unit member who has completed at least one (1) year of service may utilize their personal illness or injury leave for the purpose of parental leave (i.e., baby bonding) for a period of up to twelve (12) workweeks, subject to and in accordance with Education Code section 45196.1. Such leave may be used intermittently in periods of at least one (1) week at a time.

If a unit member has exhausted all personal illness or injury leave and continues to be absent on account of parental leave, then for the remaining

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portion of the 12-workweek period, the unit member shall be compensated at no less than 50 percent of their regular salary for the remaining portion of the 12-workweek period of parental leave. Unit members may elect to use other available paid leaves, including vacation and comp time, to supplement up to 100% of their regular earnings.

(b) Pregnancy Disability Leave: In addition, an employee shall be entitled to use illness or injury leave, including extended sick leave, as provided in Section 11.6 of this article for temporary disability due to pregnancy, miscarriage, abortion, and recovery therefrom. Disability means that the employee is medically unable to perform her regular duties. The length of the leave of absence, including the date on which the leave commences and the date on which the employee shall resume duties, shall be determined by the employee and her physician. Such leave shall not be used for child care.

(c) The employee shall submit the verification from her doctor upon the form supplied by the District.

(d) Child Rearing Leave: In the case of a birth of a child, or adoption of a child, any employee parent shall have the right to apply for a leave without pay for child rearing purposes.

In cases where both parents are employees of the District, only one of said persons shall be entitled to such leave.

The cost of fringe benefits during the leave period shall be borne by the employee except as provided in this article.

In case of female employees granted child rearing leave, the leave may become effective on the date medical disability terminates, as verified, in writing, by a licensed physician.

Child rearing leave may be granted for a period up to the end of the school year in which the leave is granted or six (6) months, whichever is greater. Extensions of such leaves may be granted upon request of the employee subject to the recommendation of the immediate supervisor and approval of the Superintendent. Requests for extensions of child rearing leave shall be made at least three (3) months prior to the end of the leave period in process.

An application for child rearing leave shall be filed at least three (3) months before the anticipated birth of the child. In case of adoption, application for child rearing leave shall be filed at the earliest feasible time.

The date for the commencement and termination of child rearing leave shall in all cases be subject to and based upon a finding and determination by the Superintendent that such leave will not substantially interfere with the administration of the school or with the education of the pupils.

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The balance of any unpaid child rearing leave shall be deducted by any paid parental leave taken under Article 11.11.3(a) for the same child.

///

The Parties agree to modify Article XI, section 11.13, as follows:

11.13.1 Employees who have completed one year of service, and at least 1,250 hours of service during the previous one year period (July 1 – June 30), for the District have the right to request unpaid leave of absence for up to 12 workweeks within a 12-month period within the fiscal year for the purpose of caring for a new baby, a newly adopted baby, or a newly placed foster child; ~~or~~ for a child, spouse, domestic partner, ~~or~~ parent, grandparent, grandchild, or sibling with a serious health condition; or for the employee's own serious health condition.

11.13.2 There is no carry-over of unused leave from one 12-month period to the next 12-month period.

11.13.3 "Parent" means a biological, foster, or adoptive parent, a parent-in-law, a stepparent, a legal guardian, or other person who stood in loco parentis to the employee when the employee was a child. "Child" means a biological, adopted, or foster child, a stepchild, a child of a domestic partner, a legal ward, or a child of a person standing in loco parentis ~~who is either under 18 years of age or an adult dependent child who is incapable of self-care because of a mental or physical disability~~.

~~11.13.4 If both parents of a child who are entitled to family care leave under Section 11.13.1 of this contract are employees of the District, the District shall not be required to grant leave in connection with the birth, adoption, or foster care of a child that would allow the parents family care leave totaling more than the amount specified in Section 11.13.1.~~

11.13.~~5~~4 The employee shall provide reasonable advance notice to the District of the need for family care leave, the date the leave will commence, and the estimated duration of the leave. If the need for a leave becomes known more than thirty (30) days prior to the date a leave is to begin, the employee must provide at least thirty (30) days written advance notice.

11.13.~~6~~5 Verification by the treating health professional is required by the District to verify the serious illness of the child, spouse, or parent.

11.13.~~7~~6 Family care is an unpaid leave of absence. Health insurance coverage shall be maintained and paid for by the District for the duration of the leave not to exceed 12 workweeks in a 12-month period. The employee may be required to reimburse the District for the premium(s) paid for the employee during the leave if the employee fails to return from leave after the period of leave has expired for a reason other than the continuation, recurrent, or onset of a

CUSD ___ / CSEA ___

serious health condition that entitles the employee to leave or other circumstances beyond the control of the employee.

11.13.~~8~~7 Employees on Family Care Leave (FMLA)/California Family Rights Act (CFRA) due to their own illness shall utilize any accrued leaves, including sick leave, and vacation during such leave. All leaves for this purpose shall run concurrently.

Employees on FMLA/CFRA to care for a parent, child, or spouse shall utilize concurrently with FMLA/CFRA any available and applicable leave that they otherwise are entitled to use for this purpose and their vacation leave. The employee may use additional accrued sick leave during the FMLA/CFRA period to care for a parent, child, or spouse. All leaves for this purpose shall run concurrently.

11.13.~~9~~8 Right of Return: The employee shall retain employee status during the period of the FMLA/CFRA. The leave shall not constitute a break in service for purposes of longevity and/or seniority under any collective bargaining agreement or under any employee benefit plan. Benefits must be resumed upon the employee's reinstatement in the same manner and at the same levels as provided when the leave began, without any new qualification period, physical exam, et cetera.

***

Except as specified herein, the Parties agree that the remainder of the sections of the above-referenced article shall remain unchanged.

The Parties further agree to reconvene as soon as practicable to bargain in good faith the remaining articles sunshined by the Parties for these reopener negotiations.

Dated: April 18, 2023

CABRILLO UNIFIED SCHOOL DISTRICT

Bianca Forrester
Director of Personnel

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER NO. 485

Diane Paoli
Chapter President

CUSD ____ / CSEA ____

TENTATIVE AGREEMENT
BETWEEN
CABRILLO UNIFIED SCHOOL DISTRICT
AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CABRILLO CHAPTER 485

June 27, 2023

Having met and negotiated in good faith, the Cabrillo Unified School District ("District") and California School Employees Association and its Cabrillo Chapter 485 ("CSEA") (collectively "Parties"), have reached the following Tentative Agreement ("TA"), subject to ratification by the membership and approval by the District's Governing Board.

ARTICLE VI – SALARY
ARTICLE VIII – HEALTH AND WELFARE BENEFITS

With respect to Article VI, "Salary," and Article VIII, "Health and Welfare Benefits," the Parties agree as follows: In the event increases in salary and/or benefits for the 2022-23 school year are offered and provided to the District's other bargaining unit(s), the District agrees to offer and provide the same increase(s) to CSEA for the 2022-23 school year. This shall not preclude the Parties from negotiating Article VI, "Salary," and Article VIII, "Health and Welfare Benefits," for the 2022-23 school year after June 30, 2023.

***

ARTICLE XIV – RECLASSIFICATION

The Parties agree to modify the following section of Article XIV, "Reclassification," as follows:

14.2 Definition: A reclassification is any permanent change in duties and/or responsibilities for a classification or position(s) due to new duties being performed by an incumbent(s) as defined in the job description which may warrant an incumbent changing to a different, already-existing classification.

///

14.5 Incumbent Rights: When an entire class of positions is reclassified, the incumbents in the positions shall be entitled to serve in the ~~new~~ reclassified positions.

When at least one (1) but not all positions in a classification is reclassified due to new duties being performed by the incumbent, the incumbent who has served in the classification for at least eighteen (18) months shall be entitled to serve in the reclassified position. In such cases where an incumbent has served in the classification for fewer than eighteen (18) months, the District and CSEA must meet and confer with the intent to create equal opportunity for unit members, and which shall not result in a demotion or reduction in hours and wages in any unit member.

***

CUSD / CSEA

Except as specified herein, the Parties agree that the remainder of the sections of the above-referenced article(s) shall remain unchanged.

The Parties further agree that successor negotiations for the 2022-2023 school year are hereby concluded, and that all other terms and conditions of the existing collective bargaining agreement shall remain unchanged.

Dated: June 29 2023

CABRILLO UNIFIED SCHOOL DISTRICT

Bianca Forrester
Director of Personnel

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER NO. 485

Diane Paoli
Chapter President

CUSD ____ / CSEA ____

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
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MEMORANDUM

MEETING DATE: November 9, 2023
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed.D., Deputy Superintendent of Business Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Warrant Register Report Processed from October 1, 2023 – October 31, 2023

BACKGROUND INFORMATION

In alignment with Education Code 52631, Cabrillo USD presents all payments from the funds of the CUSD on forms prescribed by the San Mateo County Superintendent of Schools (Financial 2000). Staff hereby presents to the CUSD Board the warrants processed from October 1, 2023 – October 31, 2023.

FISCAL ANALYSIS

The 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	10/31/2023 11:24:03 AM
District	41
Logon	MarshJ
Fiscal Year	2024

Options

Report Title	WARRANT REGISTER 10/01/23-10/31/23

Sorting

Sort By	Warrant/EFT#

Filters

Payment Type	District
Form of Payment	ALL
From Date Paid	10/01/2023
To Date Paid	10/31/2023
Year	2024
District	41

WARRANT REGISTER 10/01/23-10/31/23
41 Cabrillo Unified School District **Fiscal Year: 2024**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-886270	000295-01 ALBERTSONS | SAF	10/03/2023	484.32	PV240144-001	191.60	12-6105-0-0001-1000-4300-100	808539-062823-03
			484.32	PV240145-001	292.72	12-6105-0-0001-1000-4300-100	338541-062823-03
W-886271	011909-01 ARCADIO'S PRODUC	10/03/2023	302.40	PO240193-007	302.40	13-5466-0-0000-3700-4710-331	00264393
W-886272	007418-01 BARNES, JAMES	10/03/2023	372.10	PV240172-001	372.10	01-7339-0-6100-1000-5200-335	091823 - CCEMC R
W-886273	008436-01 BRIDGE WIRELESS	10/03/2023	2,217.88	PO240117-001	219.00	01-8150-0-0000-8110-4300-780	41046
			2,217.88	PO240279-001	1,998.88	21-9711-0-9645-8520-5800-103	41045
W-886274	008304-01 CALIFORNIA WATER	10/03/2023	361.66	PO240287-001	361.66	01-0000-0-0000-8205-5503-107	218839386-0723
W-886275	009750-01 CINTAS	10/03/2023	1,322.47	PO240137-007	57.46	01-8150-0-0000-8110-5603-780	4162383175
			1,322.47	PO240137-008	57.46	01-8150-0-0000-8110-5603-780	4164483531
			1,322.47	PO240137-009	57.46	01-8150-0-0000-8110-5603-780	4165184359
			1,322.47	PO240137-001	1.89	01-8150-0-0000-8110-5603-780	4159622315
			1,322.47	PO240137-002	57.46	01-8150-0-0000-8110-5603-780	4160328338
			1,322.47	PO240137-003	57.46	01-8150-0-0000-8110-5603-780	4161011012
			1,322.47	PO240137-004	57.46	01-8150-0-0000-8110-5603-780	4161712557
			1,322.47	PO240137-005	57.46	01-8150-0-0000-8110-5603-780	4163079158
			1,322.47	PO240137-010	459.31	01-8150-0-0000-8110-5603-780	4165899165
			1,322.47	PO240137-011	69.46	01-8150-0-0000-8110-5603-780	4166615396
			1,322.47	PO240137-012	69.46	01-8150-0-0000-8110-5603-780	4167295228
			1,322.47	PO240137-013	69.46	01-8150-0-0000-8110-5603-780	4168009828
			1,322.47	PO240137-014	250.67	01-8150-0-0000-8110-5603-780	4168699403
W-886276	008911-01 DAVID'S BAGELS	10/03/2023	66.00	PO240191-008	66.00	13-5310-0-0000-3700-4712-331	39062
W-886277	004961-01 DEMCO INC.	10/03/2023	79.59	PO240366-001	79.59	01-0111-0-1110-1000-4300-740-201	7367261

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-886278	000566-01 FRANK, CLAUDIA	10/03/2023	61.09	PV240171-001	61.09	11-6391-0-4110-2700-4300-561	082423 REIMB.
W-886279	011431-01 KIS	10/03/2023	799.00	PO240181-001	799.00	01-0000-0-0000-2421-4300-790	78424
W-886280	011492-01 PENINSULA TRUCK	10/03/2023	2,231.88	PO240158-001	371.98	01-9723-0-0000-3600-5603-788	10220
			2,231.88	PO240158-002	371.98	01-9723-0-0000-3600-5603-788	10221
			2,231.88	PO240158-003	371.98	01-9723-0-0000-3600-5603-788	10222
			2,231.88	PO240158-004	371.98	01-9723-0-0000-3600-5603-788	10223
			2,231.88	PO240158-005	371.98	01-9723-0-0000-3600-5603-788	10224
			2,231.88	PO240158-006	371.98	01-9723-0-0000-3600-5603-788	10225
W-886281	004981-01 STRAW HAT PIZZA	10/03/2023	503.64	PO240186-004	503.64	13-5310-0-0000-3700-4710-331	38463
W-886282	008428-01 THE HEAL PROJECT	10/03/2023	3,000.00	PO240309-001	3,000.00	01-0111-0-1110-1000-5800-740-204	1054
W-886283	009346-01 U S BANK CORP PA	10/03/2023	273.37	PO240268-001	273.37	11-6391-0-4110-2700-4300-561	4246 0470 0103 6
W-886284	009172-01 VISTA HIGHER LEA	10/03/2023	2,086.18	PO240047-001	2,086.18	01-6300-0-1110-1000-4100-740	ID: CABR004, INV
W-886285	010759-02 WEX BANK	10/03/2023	416.87	PO240224-001	416.87	01-7010-0-3800-1000-5200-331	91786384
W-886286	011323-01 DOOLEY CORPORATI	10/03/2023	1,330.00	PO240421-001	665.00	01-6500-0-5760-1180-5800-730	4009
			1,330.00	PO240422-001	665.00	01-6500-0-5760-1180-5800-730	4008
W-886287	011939-02 ERSKINE, GEORGE	10/03/2023	5,400.00	PO240419-001	5,400.00	01-6500-0-5750-1180-5100-730	2543
W-886288	011075-01 MAIN STREET SCHO	10/03/2023	450.00	PV240175-001	450.00	01-6500-0-5750-1180-5100-730	11013
W-886289	012069-01 AYA HEALTHCARE I	10/03/2023	15,675.00	PO240418-004	4,125.00	01-6500-0-5750-1180-5800-730	3464806
			15,675.00	PO240418-001	4,125.00	01-6500-0-5750-1180-5800-730	3530520
			15,675.00	PO240418-003	4,125.00	01-6500-0-5750-1180-5800-730	3491003
			15,675.00	PO240418-002	3,300.00	01-6500-0-5750-1180-5800-730	3506121
W-886290	011653-01 CHANEY CONSTRUCT	10/03/2023	8,440.00	PV240176-001	8,440.00	01-8150-0-0000-8110-5603-780	MS94

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-886291	011562-01 HOPSKIPDRIVE INC	10/03/2023	7,216.86	PO240417-001	3,158.46	01-6500-0-5750-1180-5863-730	15795
			7,216.86	PO240417-002	4,058.40	01-6500-0-5750-1180-5863-730	15465
W-886292	011940-01 JWEINAT, ILEANA	10/03/2023	135.00	PO240420-001	135.00	01-6500-0-5760-1180-5100-730	REIMB
W-886293	012070-01 JONES, MONIQUE	10/03/2023	90.04	PV240177-001	90.04	01-0000-0-0000-0000-8699-000	REISSUE PR CK#26
W-886294	006797-01 MONTARA SANITARY	10/03/2023	940.47	PO240209-001	62.30	01-0000-0-0000-8205-5503-103	84-4080A-0, 06/2
			940.47	PO240209-002	828.64	01-0000-0-0000-8205-5503-103	84-0347-0, 0623/
			940.47	PV240181-001	49.53	01-0000-0-0000-8205-5503-103	84-0347-0, 04/23
W-886295	000295-01 ALBERTSONS | SAF	10/03/2023	802.79	PV240146-001	84.98	01-9610-0-0001-1000-4300-740	435341-061323-03
			802.79	PV240147-001	34.32	01-0000-0-0000-7400-4300-750	804238-090723-03
			802.79	PV240148-001	42.59	01-0000-0-0000-7400-4300-750	726072-081523-03
			802.79	PV240149-001	129.08	01-0000-0-0000-7400-4300-750	666475-080923-03
			802.79	PV240150-001	17.97	01-3060-0-7110-2490-4300-745	804564-071123-03
			802.79	PV240151-001	53.54	01-3060-0-7110-2490-4300-745	724852-071223-03
			802.79	PV240152-001	27.80	01-3060-0-7110-2490-4300-745	800830-071123-03
			802.79	PV240153-001	154.55	01-3060-0-7110-2490-4300-745	660642-071023-03
			802.79	PV240154-001	7.00	01-0000-0-0000-2100-4300-740	808954-121522-03
			802.79	PV240155-001	66.88	01-6266-0-1110-1000-4300-740	805404-061323-03
			802.79	PV240156-001	48.42	01-6266-0-1110-1000-4300-740	666782-062023-03
			802.79	PV240157-001	20.74	01-9659-0-1110-1000-4300-556	436859-062023-03
			802.79	PV240158-001	114.92	01-9659-0-1110-1000-4300-556	439805-070623-03
W-886296	012068-01 ALMEDA, MICHAEL	10/03/2023	66.29	TC240016-001	66.29	01-0000-0-0000-2140-5200-790	0822-0915/23 MIL
W-886297	008938-02 AMAZON CAPITAL S	10/03/2023	261.12	PV240178-001	261.12	01-9354-0-0001-2490-4300-556	1FY4-9HYH-GPY3

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-886298	011291-01 ASAP	10/03/2023	4,474.14	PO240423-001	4,474.14	11-6391-0-4110-2700-4300-561	INV00112018
W-886299	008304-01 CALIFORNIA WATER	10/03/2023	373.23	PO240287-002	373.23	01-0000-0-0000-8205-5503-107	218839386-0823
W-886300	008439-01 CHAVAN & ASSOCIA	10/03/2023	14,850.00	PV240179-001	10,350.00	01-0000-0-0000-7190-5820-710	C&A-17841
			14,850.00	PV240180-001	4,500.00	01-0000-0-0000-7190-5820-710	C&A-17841
W-886301	009750-01 CINTAS	10/03/2023	57.46	PO240137-006	57.46	01-8150-0-0000-8110-5603-780	4163790848
W-886302	011398-01 INTRADO INTERACT	10/03/2023	5,506.00	PO240411-001	5,506.00	01-0000-0-0000-2421-4300-790	375112
W-886303	007649-02 KAPLAN EARLY LEA	10/03/2023	808.37	CL230028-002	808.37	12-6105-0-0001-2490-5800-100	0006700710
W-886304	007701-01 LONGAKER, LISA	10/03/2023	57.57	PO240406-001	57.57	01-7339-0-6101-1000-5200-331	092123 - CCEMC M
W-886305	005224-01 OPENING TECHNOLO	10/03/2023	295.48	PV240173-001	295.48	01-8150-0-0000-8110-4300-780	2211574
W-886306	012067-01 PIONEER HEALTHCA	10/03/2023	17,856.00	PO240414-001	3,720.00	01-6500-0-5750-1180-5867-730	022249
			17,856.00	PO240414-002	3,720.00	01-6500-0-5750-1180-5867-730	022320
			17,856.00	PO240414-003	3,720.00	01-6500-0-5750-1180-5867-730	022407
			17,856.00	PO240414-004	2,976.00	01-6500-0-5750-1180-5867-730	022540
			17,856.00	PO240414-005	3,720.00	01-6500-0-5750-1180-5867-730	022632
W-886307	011358-01 TAFT, ERINN	10/03/2023	30.65	TC240017-001	30.65	01-6500-0-5750-1190-5200-730	0815-0927/23 MIL
W-886308	009346-01 U S BANK CORP PA	10/03/2023	8,879.48	PO240301-001	1,331.67	01-2600-0-0000-2490-4300-000	4246 0470 0103 6
			8,879.48	PV240174-001	111.53	01-2600-0-0000-2490-4300-000	4246 0470 0103 6
			8,879.48	PV240159-001	400.00	01-0000-0-0000-7300-4300-720	4246 0470 0103 6
			8,879.48	PV240160-001	25.00	01-9723-0-0000-3600-4300-788	4246 0470 0103 6
			8,879.48	PV240161-001	146.60	01-9610-0-0001-1000-4300-740	4246 0470 0103 6
			8,879.48	PV240162-001	2,646.15	01-0000-0-0000-8205-5502-601	4246 0470 0103 6
			8,879.48	PV240163-001	1,097.77	01-6266-0-1110-1000-4300-740	4246 0470 0103 6

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			8,879.48	PV240164-001	162.37	01-2600-0-0000-2490-4300-000	4246 0470 0103 6
			8,879.48	PV240165-001	595.00	01-8150-0-0000-8110-4300-780	4246 0470 0103 6
			8,879.48	PV240166-001	1,381.06	01-8150-0-0000-8110-4300-780	4246 0470 0103 6
			8,879.48	PV240167-001	852.03	01-0000-0-0000-7300-4300-720	4246 0470 0103 6
			8,879.48	PV240169-001	105.30	01-0000-0-0000-7400-5800-750	4246 0470 0103 6
			8,879.48	PV240170-001	12.50	01-9723-0-0000-3600-4300-788	4246 0470 0103 6
			8,879.48	PV240170-001	12.50	01-7010-0-3800-1000-4300-331	4246 0470 0103 6
W-887353	010782-01 BENDANA, LIZETH	10/05/2023	221.81	PO240432-001	221.81	01-9665-0-1110-2140-4300-000	092823 REIMB.
W-887354	011905-01 LESLYE VALENCIA	10/05/2023	335.85	TC240019-001	335.85	01-6010-0-1110-4000-5200-101	SEPT23 MILEAGE
W-887355	011597-01 MARIA EUGENIA YO	10/05/2023	346.36	TC240022-001	346.36	01-0700-0-1460-3140-5200-000	SEPT23 MILEAGE
W-887356	011374-01 OCCUPATIONAL HEA	10/05/2023	254.00	PO240426-001	127.00	01-9723-0-0000-3600-5800-788	79477175
			254.00	PO240426-002	127.00	01-9723-0-0000-3600-5800-788	78574964
W-887357	000380-01 ODP BUSINESS SOL	10/05/2023	723.31	PO240249-008	37.57	11-6391-0-4110-1000-4300-561	332337035001
			723.31	PO240249-009	27.77	11-6391-0-4110-1000-4300-561	332337335001
			723.31	PO240219-008	76.84	01-0000-0-0000-7300-4300-720	331396312001
			723.31	PO240045-005	28.43	01-0101-0-1310-1000-4300-101	323801549001
			723.31	PO240416-001	81.60	01-0335-0-3250-1000-4300-335	333898642001
			723.31	PO240377-001	471.10	01-0331-0-1210-1000-4300-331	331569004001
W-887358	011626-01 PAUL H. BROOKES	10/05/2023	34.50	PO240433-001	34.50	12-6105-0-0001-1000-4300-100	1256251
W-887359	007561-01 PERRICK, PATRICI	10/05/2023	50.04	TC240020-001	50.04	01-0211-0-1210-1000-5200-211	MAY/JUNE23 MILEA
W-887360	004143-02 RICOH USA INC	10/05/2023	544.54	PO240218-004	544.54	01-0000-0-0000-7300-4300-720	5068220007
W-887361	005779-01 THE HOME DEPOT P	10/05/2023	2,630.56	PO240367-005	785.25	01-6387-0-3800-1000-4300-331	764763041

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			2,630.56	PO240367-006	131.21	01-6387-0-3800-1000-4300-331	764945655
			2,630.56	PO240367-001	261.41	01-6387-0-3800-1000-4300-331	764751517
			2,630.56	PO240367-002	1,190.28	01-6387-0-3800-1000-4300-331	764753448
			2,630.56	PO240367-003	262.41	01-6387-0-3800-1000-4300-331	764759338
W-887362	009175-01 UPS STORE #1604	10/05/2023	2,043.77	PV240184-001	1,100.87	21-9711-0-9645-8520-4300-103	CU00087299 - 091
			2,043.77	PV240185-001	142.27	21-9711-0-9645-8520-4300-103	CU00087299 - 091
			2,043.77	PV240186-001	800.63	21-9711-0-9645-8520-4300-103	CU00087299 - 091
W-887363	011890-01 WECKSLER, CANDIC	10/05/2023	142.11	PO240425-001	142.11	01-9542-0-1110-1000-4300-103	092723 REIMB.
W-887364	011810-01 ANDRADE, ITALI	10/05/2023	60.46	TC240021-001	60.46	01-6500-0-5750-1190-5200-730	SEPT23 MILEAGE
W-887365	011898-01 APPROACH LLC	10/05/2023	4,216.00	PO240082-004	4,216.00	11-6391-0-4110-2700-5100-561	4139
W-887366	011814-01 BROOKWOOD PROGRA	10/05/2023	11,702.50	PV240183-001	11,702.50	40-9012-0-0000-8500-5800-000	3950-25
W-887367	010851-02 CORTES, JUDITH	10/05/2023	3,150.00	PO240266-006	3,150.00	01-2600-0-0000-2490-4300-000	093023
W-887368	010866-01 FELTS, BRYAN	10/05/2023	216.48	TC240018-001	216.48	01-9538-0-6001-1000-5200-000	SEPT23 MILEAGE
W-887369	011171-01 ON POINT LANGUAG	10/05/2023	3,217.50	PO240349-003	3,217.50	01-0111-0-4760-2495-5800-740-403	09-2023
W-887370	011738-01 POWERSCHOOL GROU	10/05/2023	1,920.00	PO240407-001	1,920.00	01-6266-0-1110-2421-5800-790	INV369657
W-887371	004143-03 RICOH AMERICAS C	10/05/2023	13,811.07	PV240182-001	3,078.99	01-0000-0-0000-7300-5601-720	503336760
			13,811.07	PV240182-001	384.50	01-0000-0-1310-1000-5602-335	503336760
			13,811.07	PV240182-001	384.50	11-6391-0-4110-2700-5601-561	503336760
			13,811.07	PV240182-001	2,428.95	01-0211-0-1310-1000-5601-211	503336760
			13,811.07	PV240182-001	770.00	01-0000-0-0000-2700-5601-107	503336760
			13,811.07	PV240182-001	1,760.23	01-0105-0-1310-1000-5601-105	503336760
			13,811.07	PV240182-001	880.38	01-0103-0-1310-1000-5601-103	503336760

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			13,811.07	PV240182-001	1,694.57	01-0101-0-1310-1000-5601-101	503336760
			13,811.07	PV240182-001	2,428.95	01-0331-0-1210-2700-5601-331	503336760
W-887372	011160-01 SALCIDO, ASH	10/05/2023	68.58	TC240023-001	68.58	01-6500-0-5750-1190-5200-730	SEPT23 MILEAGE
W-887373	011983-01 SILICON VALLEY M	10/05/2023	1,350.00	PO240424-001	1,007.00	01-6266-0-1110-2140-5200-107	KMES2324
			1,350.00	PO240424-001	343.00	01-9546-0-1110-1000-5300-107	KMES2324
W-887374	005779-01 THE HOME DEPOT P	10/05/2023	695.63	PO240367-004	695.63	01-6387-0-3800-1000-4300-331	764762027
W-887375	011588-02 TRAFERA LLC	10/05/2023	8,516.57	PO240310-001	8,516.57	21-9711-0-9744-8520-4300-790	I000796628
W-887376	008938-02 AMAZON CAPITAL S	10/05/2023	369.37	PO240303-001	447.30	11-6391-0-4110-2700-4300-561	1PHR-HNNJ-XFYG
			369.37	PO240081-003	(77.93)	01-0000-0-0000-7300-4300-750	1X3T-TV74-WKRK |
W-887377	011933-01 CARY, NICHOLAS	10/05/2023	170.96	TC240024-001	170.96	01-0000-0-0000-2140-5200-790	SEPT23 MILEAGE
W-887378	000550-01 PACIFIC GAS AND	10/05/2023	303.40	PO240222-004	303.40	01-0000-0-0000-8205-5502-601	5189451218-8/SEP
W-887379	008938-02 AMAZON CAPITAL S	10/05/2023	11,469.57	PO240305-001	476.52	01-0101-0-1310-1000-4300-101	11RK-T3CR-WVJK
			11,469.57	PO240132-002	1,395.93	01-8150-0-0000-8110-4300-780	1X7K-CCWL-WWWQ
			11,469.57	PO240294-001	2,611.21	01-6388-0-1110-1000-4300-000	19GD-W3VN-WX4Q
			11,469.57	PO240084-003	5,471.90	01-0000-0-0000-2421-4300-790	1TFK-NRL3-WXL1
			11,469.57	PO240299-002	171.65	12-6105-0-0001-1000-4300-100	11LX-1PJR-XTY1
			11,469.57	PO240299-003	159.70	01-2600-0-0000-2490-4300-000	1W6X-GQ11-X11N
			11,469.57	PO240278-002	734.77	01-6010-0-1110-4000-4300-101	1XN4-WNX3-XQRC
			11,469.57	PO240348-001	32.76	01-6387-0-1110-1000-4300-331	1X7K-CCWL-X1L7
			11,469.57	PO240299-004	53.58	01-2600-0-0000-2490-4300-000	1W3H-FPL3-XY63
			11,469.57	PO240220-001	74.77	01-0000-0-0000-7300-4300-720	1DNK-LKYG-X6MR
			11,469.57	PO240316-001	109.30	01-4203-0-1110-2490-4300-740	1FR7-CRF4-WRWN

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			11,469.57	PO240332-001	177.48	01-0000-0-0000-3900-4300-760	1DRK-WJRT-X9DH
W-887380	009206-02 CAPITAL ONE TRAD	10/05/2023	833.34	PO240360-001	833.34	01-6387-0-3800-1000-4300-331	ACCT# 684900
W-887381	012066-01 SCHOODLES SFMA	10/05/2023	230.00	PO240412-001	230.00	01-6500-0-5001-2100-4300-730	2574
W-888753	011909-01 ARCADIO'S PRODUC	10/12/2023	249.90	PO240193-008	249.90	13-5466-0-0000-3700-4710-331	266952
W-888754	008911-01 DAVID'S BAGELS	10/12/2023	231.00	PO240191-009	55.00	13-5310-0-0000-3700-4712-331	39084
			231.00	PO240191-010	55.00	13-5310-0-0000-3700-4712-331	39111
			231.00	PO240191-011	66.00	13-5310-0-0000-3700-4712-331	10052023
			231.00	PO240191-012	55.00	13-5310-0-0000-3700-4712-331	39136
W-888755	004981-01 STRAW HAT PIZZA	10/12/2023	1,007.28	PO240186-005	503.64	13-5310-0-0000-3700-4710-331	38472
			1,007.28	PO240186-006	503.64	13-5310-0-0000-3700-4710-331	38468
W-888756	005163-01 SYSCO FOOD SERVI	10/12/2023	1,073.74	PO240183-012	260.50	13-5310-0-0000-3700-4790-331	650029314
			1,073.74	PO240183-015	813.24	13-5310-0-0000-3700-4712-211	650059843
W-888757	009571-01 GOLD STAR FOODS	10/12/2023	6,808.28	PO240188-014	350.02	13-5310-0-0000-3700-4712-211	6521816
			6,808.28	PO240188-015	503.27	13-5310-0-0000-3700-4712-211	6521807
			6,808.28	PO240188-016	287.10	13-5310-0-0000-3700-4712-211	6551201
			6,808.28	PO240188-017	833.91	13-5310-0-0000-3700-4710-331	6455239
			6,808.28	PO240188-018	46.69	13-5310-0-0000-3700-4710-331	6561547
			6,808.28	PO240188-019	103.01	13-5310-0-0000-3700-4710-331	6555943
			6,808.28	PO240188-020	5.48	13-5310-0-0000-3700-4711-331	6482092
			6,808.28	PO240188-020	947.65	13-5310-0-0000-3700-4710-331	6482092
			6,808.28	PO240188-020	326.74	13-5310-0-0000-3700-4712-331	6482092
			6,808.28	PO240188-021	133.22	13-5310-0-0000-3700-4710-331	6488357

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			6,808.28	PO240188-021	130.44	13-5310-0-0000-3700-4712-331	6488357
			6,808.28	PO240188-022	16.44	13-5310-0-0000-3700-4711-331	6521802
			6,808.28	PO240188-022	1,227.61	13-5310-0-0000-3700-4710-331	6521802
			6,808.28	PO240188-022	169.78	13-5310-0-0000-3700-4712-331	6521802
			6,808.28	PO240188-023	318.02	13-5310-0-0000-3700-4712-331	6460223
			6,808.28	PO240188-024	38.36	13-5310-0-0000-3700-4711-331	6488757
			6,808.28	PO240188-025	236.16	13-5310-0-0000-3700-4712-211	6460222
			6,808.28	PO240188-026	295.92	13-5310-0-0000-3700-4712-211	6460220
			6,808.28	PO240188-027	114.72	13-5310-0-0000-3700-4710-331	6591290
			6,808.28	PO240188-028	16.44	13-5310-0-0000-3700-4711-331	6604243
			6,808.28	PO240188-028	169.80	13-5310-0-0000-3700-4710-331	6604243
			6,808.28	PO240188-029	8.22	13-5310-0-0000-3700-4711-331	6551370
			6,808.28	PO240188-029	171.56	13-5310-0-0000-3700-4710-331	6551370
			6,808.28	PO240188-029	260.88	13-5310-0-0000-3700-4712-331	6551370
			6,808.28	PO240188-030	96.84	13-5310-0-0000-3700-4710-331	6616289
W-888758	005163-01 SYSCO FOOD SERVI	10/12/2023	4,607.14	PO240183-013	258.00	13-5310-0-0000-3700-4712-331	650059842
			4,607.14	PO240183-013	190.35	13-5310-0-0000-3700-4710-331	650059842
			4,607.14	PO240183-013	135.34	13-5310-0-0000-3700-4790-331	650059842
			4,607.14	PO240183-014	786.75	13-5310-0-0000-3700-4712-211	650045028
			4,607.14	PO240183-009	787.78	13-5310-0-0000-3700-4712-331	650077718
			4,607.14	PO240183-009	160.15	13-5310-0-0000-3700-4710-331	650077718
			4,607.14	PO240183-009	603.60	13-5310-0-0000-3700-4790-331	650077718

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			4,607.14	PO240183-010	162.05	13-5310-0-0000-3700-4712-331	650045027
			4,607.14	PO240183-010	172.99	13-5310-0-0000-3700-4710-331	650045027
			4,607.14	PO240183-010	32.80	13-5310-0-0000-3700-4790-331	650045027
			4,607.14	PO240183-011	522.48	13-5310-0-0000-3700-4712-331	650029313
			4,607.14	PO240183-011	260.24	13-5310-0-0000-3700-4710-331	650029313
			4,607.14	PO240183-011	534.61	13-5310-0-0000-3700-4790-331	650029313
W-888759	010760-01 THE LUNCH MASTER	10/12/2023	45,136.00	PO240192-007	19,815.00	13-5310-0-0000-3700-4710-105	CUAH092923
			45,136.00	PO240192-008	8,117.25	13-5310-0-0000-3700-4710-101	CUEG092923
			45,136.00	PO240192-009	4,631.25	13-5310-0-0000-3700-4710-103	CUFV092923
			45,136.00	PO240192-010	2,212.50	13-5310-0-0000-3700-4710-107	CUKM092923
			45,136.00	PO240192-011	8,910.00	13-5310-0-0000-3700-4710-211	CUMC092923
			45,136.00	PO240192-012	1,450.00	13-5310-0-0000-3700-4710-211	CUPH092923
W-888760	007035-01 DIVISION OF STAT	10/12/2023	6,432.50	PV240202-001	6,432.50	21-9711-0-9636-8520-6220-331	01-13541
W-889706	009206-01 CAPITAL ONE TRAD	10/17/2023	4,532.69	PO240059-001	2,002.78	01-8150-0-0000-8110-4300-780	347212-092523
			4,532.69	PO240059-001	505.78	01-0000-0-0000-8220-4300-785	347212-092523
			4,532.69	PO240059-003	1,271.46	01-8150-0-0000-8110-4300-780	347212-082523
			4,532.69	PO240059-003	752.67	01-0000-0-0000-8220-4300-785	347212-082523
W-889707	012071-01 E-THERAPY	10/17/2023	7,762.50	PO240455-001	1,725.00	01-6500-0-5760-1180-5867-730	32701
			7,762.50	PO240455-002	345.00	01-6500-0-5760-1180-5867-730	32703
			7,762.50	PO240455-003	690.00	01-6500-0-5760-1180-5867-730	32721
			7,762.50	PO240455-004	2,070.00	01-6500-0-5760-1180-5867-730	32997
			7,762.50	PO240455-005	2,932.50	01-6500-0-5760-1180-5867-730	32991

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-889708	007701-01 LONGAKER, LISA	10/17/2023	67.95	TC240025-001	67.95	01-6387-0-1110-1000-5200-331	100623 MILEAGE
W-889709	005398-01 MOBILE MODULAR M	10/17/2023	5,653.00	PV240200-001	5,653.00	01-2600-0-9657-8520-6200-100	R10729374
W-889710	011832-01 MOBILE SERVE	10/17/2023	2,100.00	PO240434-001	2,100.00	01-0331-0-1210-1000-4300-331	3821
W-889711	008899-02 MULTI-HEALTH SYS	10/17/2023	337.50	PO240410-001	337.50	01-6500-0-5001-2100-4300-730	ORD-348474-Z9P3C
W-889712	008883-01 PACIFICA COMMUNI	10/17/2023	2,000.00	PO240297-001	2,000.00	01-0000-0-0000-7150-5800-710	PCTCUSD0923
W-889713	011902-03 PITNEY BOWES INC	10/17/2023	81.69	PO240208-002	81.69	01-0000-0-0000-7300-5903-720	102896735
W-889714	004143-02 RICOH USA INC	10/17/2023	37.92	PO240218-005	11.57	01-0000-0-0000-7300-4300-720	9032123954
			37.92	PO240218-005	26.35	01-0105-0-1210-2700-4300-105	9032123954
W-889715	011989-01 SHRED WORKS INC.	10/17/2023	45.00	PO240329-003	45.00	01-0000-0-0000-7300-5800-720	44720
W-889716	009753-03 SMCSBA	10/17/2023	150.00	PO240453-001	150.00	01-0000-0-0000-7150-5300-710	1044
W-889717	009453-01 SMITH, GAYLE	10/17/2023	75.00	PO240452-001	75.00	01-6387-0-1110-1000-5200-331	100323 REIMB.
W-889718	009413-02 SOUTHERN COUNTIE	10/17/2023	3,989.06	PO240056-006	3,989.06	01-9723-0-0000-3600-4300-788	328927
W-889719	009346-01 U S BANK CORP PA	10/17/2023	975.08	PV240190-001	783.20	21-9711-0-9636-8520-4300-331	4246 0470 0103 6
			975.08	PV240191-001	191.88	11-6391-0-4110-2700-4300-561	4246 0470 0103 6
W-889720	011675-02 AMPLIFY EDUCATIO	10/17/2023	17,250.00	PO240020-001	17,250.00	01-6762-0-1110-1000-4300-740	INV-171687
W-889721	005765-01 BENCHMARK EDUCAT	10/17/2023	8,225.00	PO240363-001	8,225.00	01-6300-0-1110-1000-4100-740	507026
W-889722	010939-01 CABE	10/17/2023	6,320.00	PV240199-001	6,320.00	01-6266-0-1110-2140-5800-740	A23456 REISSUE
W-889723	009206-01 CAPITAL ONE TRAD	10/17/2023	2,142.69	PO240059-002	1,147.64	01-8150-0-0000-8110-4300-780	347212-072523
			2,142.69	PO240059-002	995.05	01-0000-0-0000-8220-4300-785	347212-072523
W-889724	012025-02 CASCADE HEALTHCA	10/17/2023	650.00	PV240189-001	650.00	01-0000-0-0000-3900-5800-760	T77990
W-889725	007835-02 FISHER SCIENTIFI	10/17/2023	5,702.11	PO240338-001	5,702.11	21-9711-0-9007-8520-4400-331	6271055
W-889726	011961-01 FORRESTER, BIANC	10/17/2023	811.06	PO240445-001	811.06	01-0000-0-0000-7300-4300-750	100323 REIMB.

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W-889727	010692-01 MATH LEARNING CE	10/17/2023	16,266.02	PO240017-001	10,343.17	01-6300-0-1110-1000-4100-740	INV44660
			16,266.02	PO240006-001	4,648.09	01-6300-0-1110-1000-4100-740	INV42954
			16,266.02	PO240007-001	781.78	01-6300-0-1110-1000-4100-740	INV42010
			16,266.02	PO240043-001	492.98	01-0105-0-1310-1000-4300-105	INV44834
W-889728	006911-01 O'CONNOR-BROWN,	10/17/2023	295.00	PO240459-001	295.00	01-0101-0-1310-1000-4300-101	100623 REIMB.
W-889729	011902-01 PITNEY BOWES INC	10/17/2023	1,224.35	PO240208-001	1,224.35	01-0000-0-0000-7300-5903-720	8000-9000-1075-0
W-889730	004143-03 RICOH AMERICAS C	10/17/2023	14,442.43	PO240435-001	3,149.15	01-0000-0-0000-7300-5601-720	510389877
			14,442.43	PO240435-001	454.65	01-0000-0-1310-1000-5602-335	510389877
			14,442.43	PO240435-001	454.65	11-6391-0-4110-2700-5601-561	510389877
			14,442.43	PO240435-001	2,499.10	01-0211-0-1310-1000-5601-211	510389877
			14,442.43	PO240435-001	840.15	01-0000-0-0000-2700-5601-107	510389877
			14,442.43	PO240435-001	1,830.38	01-0105-0-1310-1000-5601-105	510389877
			14,442.43	PO240435-001	950.53	01-0103-0-1310-1000-5601-103	510389877
			14,442.43	PO240435-001	1,764.72	01-0101-0-1310-1000-5601-101	510389877
			14,442.43	PO240435-001	2,499.10	01-0331-0-1210-2700-5601-331	510389877
W-889731	004143-02 RICOH USA INC	10/17/2023	76.75	PO240218-006	76.75	01-0000-0-0000-7300-4300-720	50682102431
W-889732	009030-01 RICOH USA INC	10/17/2023	11.50	PV240201-001	11.50	01-0000-0-0000-7300-4300-720	1098298193
W-889733	011385-01 RIVERSIDE INSIGH	10/17/2023	5,604.77	PO240413-001	5,604.77	01-6500-0-5001-2100-4300-730	INV182606
W-889734	001026-04 SCHOOL SPECIALTY	10/17/2023	17,664.72	PO240032-002	8,423.57	01-6762-0-1110-1000-4100-740	208133181828
			17,664.72	PO240034-002	9,241.15	01-6762-0-1110-1000-4100-740	208133165635
W-889735	008775-01 SMCSA	10/17/2023	200.00	PO240454-001	200.00	01-0000-0-0000-7150-5300-710	23-24 ANNUAL DUE
W-889736	009346-01 U S BANK CORP PA	10/17/2023	6,567.97	PO240438-001	957.00	01-0000-0-0000-3900-4300-760	4246 0470 0103 6

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			6,567.97	PV240198-001	300.00	01-0000-0-0000-7150-4300-710	4246 0446 2279 1
			6,567.97	PV240192-001	595.00	01-7339-0-6101-1000-5200-331	4246 0470 0103 6
			6,567.97	PV240193-001	767.84	01-2600-0-0000-2140-4300-000	4246 0470 0103 6
			6,567.97	PV240193-001	329.08	12-6105-0-0001-1000-4300-100	4246 0470 0103 6
			6,567.97	PV240193-001	23.49	01-0335-0-3250-1000-4300-335	4246 0470 0103 6
			6,567.97	PV240194-001	102.27	01-0000-0-0000-8205-5504-211	4246 0470 0103 6
			6,567.97	PV240194-001	35.00	01-0000-0-0000-8205-5504-211	4246 0470 0103 6
			6,567.97	PV240195-001	337.88	01-6388-0-1110-1000-4300-000	4246 0470 0103 6
			6,567.97	PV240196-001	183.85	01-9723-0-0000-3600-4300-788	4246 0470 0103 6
			6,567.97	PO240210-001	489.00	01-0000-0-0000-7300-5903-720	4246 0470 0103 6
			6,567.97	PO240356-001	812.63	01-7339-0-6100-1000-5200-335	4246 0470 0103 6
			6,567.97	PO240383-001	295.15	01-0000-0-0000-3900-4300-760	4246 0470 0103 6
			6,567.97	PO240404-001	131.44	01-6010-0-1110-4000-4300-101	4246 0470 0103 6
			6,567.97	PV240197-001	595.00	01-7339-0-6101-1000-5200-331	4246 0470 0103 6
			6,567.97	PV240187-001	203.34	01-8150-0-0000-8110-4300-780	4246 0470 0103 6
			6,567.97	PV240188-001	410.00	01-0000-0-0000-7300-4300-720	4246 0470 0103 6
W-889737	011427-01 COLBI TECHNOLOGI	10/17/2023	2,530.00	PO240378-003	2,530.00	21-9711-0-9006-8520-5800-000	10014
W-889738	007035-01 DIVISION OF STAT	10/17/2023	500.00	PV240209-001	500.00	21-9711-0-9640-8520-6220-101	EL GRANADA - DSA
W-889739	011715-01 EARTH SYSTEMS	10/17/2023	40.00	PV240212-001	40.00	21-9711-0-9636-8520-5800-331	843002
W-889740	011550-01 EICHLER ASSOCIAT	10/17/2023	1,295.00	PO240197-001	450.00	21-9711-0-9640-8520-5800-101	1708
			1,295.00	PO240232-001	845.00	21-9711-0-9645-8520-5800-103	1709
W-889741	011918-01 ARC FACILITIES	10/17/2023	24,919.00	PV240208-001	24,919.00	21-9711-0-9006-8520-5800-000	12182506

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W-889742	012054-01 CORE WEST INC	10/17/2023	898,992.90	PO240380-001	869,612.25	21-9711-0-9645-8520-6200-103	2
			898,992.90	PO240380-002	29,380.65	21-9711-0-9645-8520-6200-103	1
W-889743	008000-01 MIRACLE CONSTRUC	10/17/2023	125,298.97	PV240211-001	125,298.97	21-9711-0-9640-8520-6170-101	F2023-0875
W-889744	010763-01 QUATTROCCHI KWOK	10/17/2023	222,685.05	PO240379-001	164,508.40	21-9711-0-9640-8520-6210-101	24906
			222,685.05	PO240379-002	32,447.90	21-9711-0-9640-8520-6210-101	25144
			222,685.05	PO240231-002	23,907.50	21-9711-0-9654-8520-6210-101	25143
			222,685.05	PO240236-003	1,821.25	21-9711-0-9640-8520-6210-101	25142
W-889745	012003-01 REBARTS INTERIOR	10/17/2023	16,359.87	PV240210-001	16,359.87	21-9711-0-9655-8520-4300-331	3425454
W-889746	011744-01 STUDIO W ARCHITE	10/17/2023	39,114.18	PO240230-004	134.93	21-9711-0-9645-8520-6210-103	46782
			39,114.18	PO240230-005	30,710.55	21-9711-0-9645-8520-6210-103	46642
			39,114.18	PO240230-006	8,268.70	21-9711-0-9645-8520-6210-103	46781
W-889747	006662-01 THE BANK OF NEW	10/17/2023	975.00	PV240205-001	325.00	01-0000-0-0000-7300-5800-720	252-2556475
			975.00	PV240206-001	325.00	01-0000-0-0000-7300-5800-720	252-2556474
			975.00	PV240207-001	325.00	01-0000-0-0000-7300-5800-720	252-2556473
W-889748	011715-01 EARTH SYSTEMS	10/17/2023	6,800.00	PV240214-001	6,800.00	21-9711-0-9644-8520-5800-101	840499
W-889749	012077-01 GARDEN APOTHECAR	10/17/2023	769.50	PV240216-001	769.50	01-9547-0-1361-1000-4300-211	90
W-889750	011105-01 HMH ENGINEERS	10/17/2023	3,644.50	PV240217-001	3,644.50	21-9711-0-9640-8520-5800-101	46935
W-889751	009477-01 CAS INSPECTIONS	10/17/2023	5,000.00	PV240215-001	5,000.00	21-9711-0-9205-8520-5800-211	2590
W-889752	012076-01 CIS INC	10/17/2023	3,300.00	PO240495-001	3,300.00	21-9711-0-9645-8520-6290-103	01
W-889753	011715-01 EARTH SYSTEMS	10/17/2023	1,030.00	PV240213-001	1,030.00	21-9711-0-9644-8520-5800-101	843000
W-890367	011438-02 ACSIG	10/19/2023	9,173.85	PV240223-001	4,423.78	01-0000-0-0000-0000-9572-000	30098994-0390 JU
			9,173.85	PV240224-001	4,750.07	01-0000-0-0000-0000-9572-000	30098994-0390 AU

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-890368	011909-01 ARCADIO'S PRODUC	10/19/2023	334.80	PO240193-009	238.80	13-5466-0-0000-3700-4710-331	268371
			334.80	PO240193-010	96.00	13-5466-0-0000-3700-4710-331	265885
W-890369	002112-01 CA DEPT OF TAX &	10/19/2023	50.00	PV240227-001	50.00	01-9723-0-0000-3600-4300-788	057-415036
W-890370	008911-01 DAVID'S BAGELS	10/19/2023	187.00	PO240191-013	66.00	13-5310-0-0000-3700-4712-331	39147
			187.00	PO240191-014	55.00	13-5310-0-0000-3700-4712-331	39164
			187.00	PO240191-015	66.00	13-5310-0-0000-3700-4712-331	39089
W-890371	009571-01 GOLD STAR FOODS	10/19/2023	1,511.03	PO240188-031	617.70	13-5310-0-0000-3700-4712-211	6551206
			1,511.03	PO240188-032	893.33	13-5310-0-0000-3700-4712-211	6591328
W-890372	011033-01 OLIVER PACKAGING	10/19/2023	100.05	PV240228-001	100.05	13-5310-0-0000-3700-4300-331	196249
W-890373	011937-01 S.L.I.C. CO-OP	10/19/2023	250.00	PV240229-001	250.00	13-5310-0-0000-3700-5800-770	2024013
W-890374	011438-01 ACSIG	10/19/2023	72,837.96	PV240225-001	25,123.33	01-0000-0-0000-0000-9571-000	20441 JULY 2023
			72,837.96	PV240226-001	47,714.63	01-0000-0-0000-0000-9571-000	20441 AUG 2023
W-890375	009571-01 GOLD STAR FOODS	10/19/2023	427.95	PO240188-033	427.95	13-5310-0-0000-3700-4712-211	6641327
W-890376	004981-01 STRAW HAT PIZZA	10/19/2023	503.64	PO240186-007	503.64	13-5310-0-0000-3700-4710-331	38473
W-890377	005163-01 SYSCO FOOD SERVI	10/19/2023	1,384.33	PO240183-016	980.33	13-5310-0-0000-3700-4712-331	650093369
			1,384.33	PO240183-016	281.60	13-5310-0-0000-3700-4710-331	650093369
			1,384.33	PO240183-016	122.40	13-5310-0-0000-3700-4790-331	650093369
W-890378	011361-01 FARMER JOHN'S PU	10/19/2023	360.00	PO240497-001	360.00	01-9652-0-0001-1000-4300-100	LOS LISTOS PRESC
W-891266	006859-02 ACTION TOWING	10/24/2023	375.38	PO240094-002	375.38	01-9723-0-0000-3600-5603-788	95534
W-891267	012075-01 APERTURE MEDIA	10/24/2023	4,350.00	PO240490-001	4,350.00	01-6387-0-1110-1000-5800-331	1753
W-891268	008058-06 AT&T	10/24/2023	268.95	PO240212-001	268.95	01-0000-0-0000-8205-5901-720	051 935-2632 001
W-891269	007627-01 AT&T MOBILITY	10/24/2023	453.60	PO240399-004	227.05	01-0000-0-0000-8205-5901-720	287298525082X101

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			453.60	PO240399-003	226.55	01-0000-0-0000-8205-5901-720	287298525082X091
W-891270	009206-02 CAPITAL ONE TRAD	10/24/2023	164.11	PV240203-001	141.26	21-9711-0-9400-8520-4300-000	G85123
			164.11	PV240204-001	22.85	21-9711-0-9400-8520-4300-000	G92470
W-891271	011917-01 CIFUENTES RECYCL	10/24/2023	900.00	PO240493-001	900.00	01-8150-0-0000-8110-5603-780	2826
W-891272	012058-02 CREATIVE PLAY ST	10/24/2023	6,253.21	PO240347-001	6,253.21	21-9711-0-9007-8520-4400-331	31771656
W-891273	011947-01 HANA L. HANSON	10/24/2023	222.06	PO240400-001	222.06	01-7010-0-3800-1000-4300-331	091923 REIMB.
W-891274	011601-01 HMB SMOG	10/24/2023	387.51	PO240155-003	210.16	01-9723-0-0000-3600-5603-788	5434
			387.51	PO240155-002	177.35	01-9723-0-0000-3600-5603-788	5411
W-891275	011722-01 HOFFMAN, KAREN	10/24/2023	6,000.00	PO240487-001	6,000.00	01-9538-0-1110-1000-5800-740	2023-04
W-891276	011562-01 HOPSKIPDRIVE INC	10/24/2023	5,233.26	PO240417-003	5,233.26	01-6500-0-5750-1180-5863-730	16267
W-891277	010903-01 ILOBBY CORP.	10/24/2023	12,239.28	PO240484-001	12,239.28	01-0000-0-0000-2421-4300-790	INV15990
W-891278	011886-02 LITERARY RESOURC	10/24/2023	178.00	PO240386-001	178.00	12-6053-0-0001-1000-4300-000	601269
W-891279	011547-01 LONGAKER, LISA	10/24/2023	344.22	PO240489-001	72.00	01-7339-0-1110-1000-5200-331	101323 REIMB.
			344.22	TC240029-001	14.41	01-7339-0-1110-1000-5200-331	100523 MILEGE
			344.22	PO240460-001	257.81	01-6387-0-1110-1000-5200-331	100623 REIMB.
W-891280	005476-04 MCGRAW HILL SCHO	10/24/2023	12,730.50	PO240321-001	12,730.50	01-6762-0-1110-1000-4300-740	128945142001
W-891281	005398-01 MOBILE MODULAR M	10/24/2023	957.00	PO240205-003	957.00	25-9010-0-9100-8700-5600-331	2452227
W-891282	011958-01 NICOLE WALTERS	10/24/2023	2,970.00	PO240466-001	2,970.00	01-6500-0-5750-1180-5864-730	1
W-891283	011171-01 ON POINT LANGUAG	10/24/2023	3,846.75	PO240469-001	1,154.25	01-6500-0-5001-2100-5800-730	SPED/08-2023
			3,846.75	PO240469-002	2,692.50	01-6500-0-5001-2100-5800-730	SPD/09-2023
W-891284	005224-01 OPENING TECHNOLO	10/24/2023	5,063.22	PO240064-002	5,063.22	01-8150-0-0000-8110-4300-780	2211927
W-891285	011492-01 PENINSULA TRUCK	10/24/2023	4,628.03	PO240158-013	2,396.15	01-9723-0-0000-3600-5603-788	10243

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			4,628.03	PO240158-007	371.98	01-9723-0-0000-3600-5603-788	10350
			4,628.03	PO240158-008	371.98	01-9723-0-0000-3600-5603-788	10351
			4,628.03	PO240158-009	371.98	01-9723-0-0000-3600-5603-788	10352
			4,628.03	PO240158-010	371.98	01-9723-0-0000-3600-5603-788	10353
			4,628.03	PO240158-011	371.98	01-9723-0-0000-3600-5603-788	10354
			4,628.03	PO240158-012	371.98	01-9723-0-0000-3600-5603-788	10355
W-891286	011010-02 PETERSON TRUCKS	10/24/2023	5,462.11	PO240448-001	5,462.11	01-9723-0-0000-3600-5603-788	116329
W-891287	010824-01 RAMOS-CARLONI, J	10/24/2023	60.26	TC240026-001	60.26	01-3060-0-7110-2490-5200-000	092823 MILEAGE
W-891288	004143-02 RICOH USA INC	10/24/2023	745.34	PO240312-005	218.32	01-0000-0-0000-7300-5601-720	9032195160
			745.34	PO240312-005	175.05	01-0000-0-0000-2700-5601-107	9032195160
			745.34	PO240312-005	176.94	01-0105-0-1310-1000-5601-105	9032195160
			745.34	PO240312-005	175.03	01-0103-0-1310-1000-5601-103	9032195160
W-891289	009453-02 SMITH, GAYLE	10/24/2023	200.00	PO240397-001	200.00	01-6387-0-1110-1000-4300-331	091823 REIMB.
W-891290	010725-01 SVSOA	10/24/2023	963.00	PO240483-002	963.00	01-9335-0-1110-4200-5800-331	VB-23138
W-891291	011833-01 VESELIZA, RINALD	10/24/2023	107.42	TC240027-001	107.42	21-9711-0-9006-8520-5200-000	09/08-10/06 MILE
W-891292	010759-02 WEX BANK	10/24/2023	169.00	PO240224-002	169.00	01-7010-0-3800-1000-5200-331	92481023
W-891293	012061-01 WIGGINTON, RALPH	10/24/2023	233.02	PO240488-001	233.02	01-6387-0-1110-1000-4300-331	101323 REIMB.
W-891294	011806-01 YOUMAN, MARTHA	10/24/2023	4,500.00	PO240471-001	4,500.00	01-6500-0-5001-2100-5800-730	1234
W-891295	012068-01 ALMEDA, MICHAEL	10/24/2023	37.47	TC240028-001	37.47	01-0000-0-0000-2140-5200-790	9/18-10/2, 23 MI
W-891296	008938-02 AMAZON CAPITAL S	10/24/2023	1,136.41	PV240222-001	1,136.41	01-9610-0-0001-1000-4300-740	16FR-F39M-GHP9
W-891297	011523-01 CAL-STEAM	10/24/2023	413.85	PO240496-001	413.85	01-8150-0-0000-8110-4300-780	4584581
W-891298	011976-01 EDTHEORY LLC	10/24/2023	10,976.00	PO240470-001	10,976.00	01-6500-0-5750-1180-5867-730	5773

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-891299	000915-01 HALF MOON BAY GL	10/24/2023	560.00	PO240089-002	560.00	01-8150-0-0000-8110-4300-780	8384
W-891300	011852-01 LAUREN OSHIRO	10/24/2023	3,500.00	PO240472-001	3,500.00	01-6500-0-5750-1180-5867-730	125
W-891301	012051-01 MACKIN EDUCATION	10/24/2023	5,505.51	PO240246-001	5,505.51	01-0111-0-1110-1000-4200-740-201	830263
W-891302	004705-03 MCGRAW-HILL EDUC	10/24/2023	35,482.40	PO240273-001	17,836.82	01-6266-0-1110-2140-5800-740	128769534001
			35,482.40	PO240273-002	17,645.58	01-6762-0-1110-1000-4100-740	128766347001
W-891303	011958-01 NICOLE WALTERS	10/24/2023	3,160.00	PO240466-002	3,160.00	01-6500-0-5750-1180-5864-730	2
W-891304	007457-01 PACIFIC AUTISM L	10/24/2023	6,650.32	PO240261-002	6,650.32	01-6500-0-5750-1180-5861-730	6636968
W-891305	007570-01 PENINSULA BACKFL	10/24/2023	5,091.41	PO240109-003	4,991.41	01-8150-0-0000-8110-5603-780	0918024-CAS
			5,091.41	PO240109-002	100.00	01-8150-0-0000-8110-5603-780	091923-CAB
W-891306	012067-01 PIONEER HEALTHCA	10/24/2023	7,440.00	PO240414-006	3,720.00	01-6500-0-5750-1180-5867-730	022835
			7,440.00	PO240414-007	3,720.00	01-6500-0-5750-1180-5867-730	022730
W-891307	012074-01 PUAO TE'O	10/24/2023	4,640.00	PO240467-001	1,280.00	01-6500-0-5750-1180-5800-730	AUG23
			4,640.00	PO240467-002	3,360.00	01-6500-0-5750-1180-5800-730	SEPT23
W-891308	009508-01 RESOURCE SOLUTIO	10/24/2023	9,438.80	PO240100-012	8,992.55	01-8150-0-0000-8110-4300-780	28976
			9,438.80	PO240100-013	446.25	01-8150-0-0000-8110-4300-780	28905
W-891309	001026-04 SCHOOL SPECIALTY	10/24/2023	6,286.54	PO240034-003	3,143.27	01-6762-0-1110-1000-4100-740	208133260673
			6,286.54	PO240035-002	3,143.27	01-6762-0-1110-1000-4100-740	208133260682
W-891310	008506-01 SMCOE	10/24/2023	14,338.41	PO240486-001	14,338.41	01-6266-0-1420-2140-5800-740	18932
W-891311	009491-01 SOUND AND SIGNAL	10/24/2023	3,020.65	PO240149-003	268.75	01-8150-0-0000-8110-5603-780	41389
			3,020.65	PO240149-004	277.90	01-8150-0-0000-8110-5603-780	41495
			3,020.65	PO240149-005	2,474.00	01-8150-0-0000-8110-5603-780	12245
W-891312	009623-01 STEVEN MELO INC	10/24/2023	800.00	PO240175-004	800.00	01-8150-0-0000-8110-5603-780	605350

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W-891313	010725-01 SVSOA	10/24/2023	1,740.00	PO240483-001	1,740.00	01-9335-0-1110-4200-5800-331	FB-23217
W-891314	008523-01 THE SPEECH PATHO	10/24/2023	26,424.00	PO240468-001	1,266.00	01-6500-0-5760-1180-5867-730	INV025501
			26,424.00	PO240468-002	25,158.00	01-6500-0-5760-1180-5867-730	INV025638
W-891315	007773-02 TREANOR, AMY	10/24/2023	648.08	PO240485-001	648.08	01-0331-0-1342-1000-4300-331	101323 REIMB.
W-891316	009346-01 U S BANK CORP PA	10/24/2023	10,438.23	PV240230-001	61.50	01-2600-0-0000-2490-4300-000	4246 0470 0103 6
			10,438.23	PV240218-001	50.13	01-6387-0-3800-1000-4300-331	4246 0446 6404 9
			10,438.23	PV240219-001	4,863.60	01-6387-0-1110-1000-5200-331	4246 0446 6404 9
			10,438.23	PV240220-001	1,692.26	01-6387-0-1110-1000-5200-331	4246 0446 6404 9
			10,438.23	PV240221-001	1,025.68	01-6387-0-1110-1000-4300-331	4246 0446 6404 9
			10,438.23	PO240403-001	143.10	01-7010-0-1110-1000-5210-331	4246 0446 6404 9
			10,438.23	PO240405-001	55.62	01-7010-0-3800-1000-4300-331	4246 0446 6404 9
			10,438.23	PO240402-001	952.38	01-6387-0-1110-1000-5210-331	4246 0446 6404 9
			10,438.23	PO240331-001	228.59	01-0420-0-3350-1000-4300-420	4246 0470 0103 6
			10,438.23	PO240301-002	749.33	01-2600-0-0000-2490-4300-000	4246 0470 0103 6
			10,438.23	PO240301-003	616.04	01-2600-0-0000-2490-4300-000	4246 0470 0103 6
W-891317	009172-02 VISTA HIGHER LEA	10/24/2023	63,763.20	PO240002-001	61,364.45	01-6300-0-1110-1000-4300-740	SI274617
			63,763.20	PO240048-001	2,398.75	01-6300-0-1110-1000-4300-740	SI274887
W-893194	000295-01 ALBERTSONS | SAF	10/26/2023	942.30	PO240344-002	942.30	01-6010-0-1110-4000-4300-101	145184-100823
W-893195	011563-01 B GRAPHIC ARTS L	10/26/2023	462.50	PO240458-001	462.50	01-0000-0-0000-2421-5800-790	5065
W-893196	007504-02 CAMBRIDGE UNIVER	10/26/2023	1,682.38	PO240428-001	1,682.38	11-6391-0-4110-1000-4100-561	1410853514
W-893197	011998-01 EWELL EDUCATIONA	10/26/2023	170.00	PO240511-001	70.00	01-6387-0-1110-1000-5210-331	102-18145
			170.00	PO240512-001	100.00	01-6387-0-1110-1000-5200-331	102-18146

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W-893198	000748-01 FEDEX	10/26/2023	74.90	PO240200-002	74.90	01-0000-0-0000-7300-5903-720	8-278-10787
W-893199	011527-01 ICEV	10/26/2023	4,125.00	PO240500-001	4,125.00	01-6387-0-1110-1000-5300-331	INV-03762
W-893200	005398-01 MOBILE MODULAR M	10/26/2023	957.00	PO240205-004	957.00	25-9010-0-9100-8700-5600-331	2472285
W-893201	011478-03 OPTUM	10/26/2023	3,588.52	PV240232-001	456.94	01-0000-0-0000-0000-9564-000	MAR-23
			3,588.52	PV240233-001	458.28	01-0000-0-0000-0000-9564-000	APR-23
			3,588.52	PV240234-001	459.62	01-0000-0-0000-0000-9564-000	MAY-23
			3,588.52	PV240235-001	427.46	01-0000-0-0000-0000-9564-000	JUN-23
			3,588.52	PV240236-001	444.88	01-0000-0-0000-0000-9564-000	JUL-23
			3,588.52	PV240237-001	446.22	01-0000-0-0000-0000-9564-000	AUG-23
			3,588.52	PV240238-001	446.22	01-0000-0-0000-0000-9564-000	SEP-23
			3,588.52	PV240239-001	448.90	01-0000-0-0000-0000-9564-000	OCT-23
W-893202	008443-01 RECOLOGY OF THE	10/26/2023	4,196.61	PO240199-001	4,196.61	01-0000-0-0000-8205-5504-720	8071
W-893203	000105-04 REPUBLIC SERVICE	10/26/2023	271.27	PO240213-002	271.27	01-0000-0-0000-8205-5504-720	4227-000066644
W-893204	009413-02 SOUTHERN COUNTIE	10/26/2023	1,578.74	PO240056-007	1,578.74	01-9723-0-0000-3600-4300-788	329312
W-893205	009346-01 U S BANK CORP PA	10/26/2023	801.54	PV240241-001	256.04	01-6266-0-1110-1000-4300-740	4246 0446 2279 1
			801.54	PV240243-001	130.01	01-6300-0-1110-1000-4300-740	4246 0446 2279 1
			801.54	PV240244-001	96.00	01-0111-0-1110-1000-4300-740-210	4246 0446 2279 1
			801.54	PV240245-001	30.50	01-6266-0-1110-1000-4300-740	4246 0446 2279 1
			801.54	PV240246-001	29.95	01-6266-0-1110-1000-4300-740	4246 0446 2279 1
			801.54	PV240247-001	259.04	01-6266-0-1110-1000-4300-740	4246 0446 2279 1
W-893206	001026-04 SCHOOL SPECIALTY	10/26/2023	39,383.21	PO240032-003	9,305.30	01-6762-0-1110-1000-4100-740	208133227619
			39,383.21	PO240034-004	13,957.95	01-6762-0-1110-1000-4100-740	208133227612

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			39,383.21	PO240393-001	3,735.54	01-6300-0-1110-1000-4100-740	308104417095
			39,383.21	PO240035-003	2,388.59	01-6762-0-1110-1000-4100-740	208133115116
			39,383.21	PO240035-004	2,262.80	01-6762-0-1110-1000-4100-740	208133344166
			39,383.21	PO240033-002	3,080.38	01-6762-0-1110-1000-4100-740	208133115119
			39,383.21	PO240033-003	4,652.65	01-6762-0-1110-1000-4100-740	208133227618
W-893207	008602-02 HODGE, JOYCE	10/26/2023	1,495.00	PO240395-002	1,495.00	01-9440-0-1110-1000-5800-740	002
W-893208	012072-01 CAREERSAFE LLC	10/26/2023	1,408.00	PO240462-001	1,408.00	01-6387-0-1110-1000-5200-331	CS-614530
W-893209	000341-02 MTA PARTS INC.	10/26/2023	30.60	PO240068-002	30.60	01-9723-0-0000-3600-4300-788	267171
W-893210	011814-01 BROOKWOOD PROGRA	10/26/2023	56,574.65	PV240240-001	56,574.65	40-9012-0-0000-8500-5800-000	3950-26
W-893211	007627-01 AT&T MOBILITY	10/26/2023	947.16	PV240242-001	595.11	01-0000-0-0000-8205-5901-720	990490601X070420
			947.16	PO240513-001	352.05	01-0000-0-0000-8205-5901-720	990490601X100420
W-893212	000128-04 FOLLETT LIBRARY	10/26/2023	2,358.34	PO240476-001	2,358.34	01-0111-0-1110-1000-4200-740-201	748077
W-893213	000105-03 REPUBLIC SERVICE	10/26/2023	1,301.62	PO240201-003	1,301.62	01-0000-0-0000-8205-5504-107	0925-001664867
W-893214	000138-04 CENGAGE LEARNING	10/26/2023	12,706.51	PO240320-001	12,706.51	01-6300-0-1110-1000-4100-740	82637606
W-893215	011909-01 ARCADIO'S PRODUC	10/26/2023	280.80	PO240193-011	280.80	13-5466-0-0000-3700-4710-331	269706
W-893216	008911-01 DAVID'S BAGELS	10/26/2023	121.00	PO240191-016	66.00	13-5310-0-0000-3700-4712-331	39169
			121.00	PO240191-017	55.00	13-5310-0-0000-3700-4712-331	39198
W-893217	004981-01 STRAW HAT PIZZA	10/26/2023	503.64	PO240186-008	503.64	13-5310-0-0000-3700-4710-331	38475
W-893218	005163-01 SYSCO FOOD SERVI	10/26/2023	947.96	PO240183-018	667.36	13-5310-0-0000-3700-4712-211	650093370
			947.96	PO240183-018	280.60	13-5310-0-0000-3700-4300-211	650093370
W-893219	009571-01 GOLD STAR FOODS	10/26/2023	1,626.31	PO240188-034	759.02	13-5310-0-0000-3700-4710-331	6591322
			1,626.31	PO240188-034	52.11	13-5310-0-0000-3700-4712-331	6591322

WARRANT REGISTER 10/01/23-10/31/23
41 Cabrillo Unified School District **Fiscal Year: 2024**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			1,626.31	PO240188-035	198.18	13-5310-0-0000-3700-4712-331	6655364
			1,626.31	PO240188-036	2.74	13-5310-0-0000-3700-4711-331	6682707
			1,626.31	PO240188-036	42.89	13-5310-0-0000-3700-4710-331	6682707
			1,626.31	PO240188-037	27.40	13-5310-0-0000-3700-4711-331	6641296
			1,626.31	PO240188-038	190.20	13-5310-0-0000-3700-4712-331	6641324
			1,626.31	PO240188-039	353.77	13-5310-0-0000-3700-4710-331	6616299
W-893220	005163-01 SYSCO FOOD SERVI	10/26/2023	1,415.31	PO240183-017	536.80	13-5310-0-0000-3700-4712-331	650107490
			1,415.31	PO240183-017	581.96	13-5310-0-0000-3700-4710-331	650107490
			1,415.31	PO240183-019	296.55	13-5310-0-0000-3700-4712-211	650107491

Warrant/EFT Count: 215 **Total Warrant/EFT Amount:** 2,256,832.24

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: November 9, 2023
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Approval of Governing Board Policy Updates as Recommended by the California School Boards Association

BACKGROUND INFORMATION

The Cabrillo Unified School District (CUSD) participates in the California School Boards Association's (CSBA) Policy Online and Manual Maintenance Service. One important component of this optional service is that participating districts receive a quarterly "Policy Maintenance Report" to help keep Board policies up to date and fully compliant. Most often, the proposed changes are mandate-driven. In such instances, staff will suggest that the Board waive additional readings and adopt the suggested revisions via action. In those instances, when a quarterly maintenance review indicates 1) a need for a change in a policy that provides optional courses of action or 2) the need for a new policy to address a particular issue, staff may suggest that the Board engage in a first and second reading of the document prior to considering policy adoption.

REPORT/PROPOSAL

This month, the following Board Policies are provided for adoption. These Board documents have been reviewed by appropriate staff and are submitted for your consideration. CUSD staff have further concluded that the proposed revisions reflect new laws, federal law compliance, and/or additional CSBA suggested wordsmithing that could be considered for adoption under consent items.

Board Policy 5117 Interdistrict Attendance
Board Policy 5131.9 Academic Honesty
Board Policy 5145.6 Parent/Guardian Notifications
Board Policy 6154: Homework/Makeup Work
Board Policy 6158: Independent Study
Board Policy 6164.2 Guidance/Counseling Services
Board Policy 6173 Education for Homeless Children
Board Policy 6173.1 Education for Foster Youth

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT
POLICY GUIDE SHEET
November 9, 2023

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education review the sample materials and modify their own policies accordingly.

Board Policy 5117 – Interdistrict Attendance

Policy updated to reference NEW LAW (AB 185, 2022) which extends the school district of choice program to July 1, 2028, and to reflect NEW LAW (SB 941 2022) which authorizes a district to enter into an Instruction Collaboration Agreement with another local educational agency(ies) (LEA) to offer the same or similar courses and coursework to students from another LEA who have been impacted by teacher shortages, disruptions, or cancelations in science, technology, engineering, and mathematics classes, or dual language immersion programs.

Board Policy 5131.9 – Academic Honesty

Policy updated to address prohibited and permitted student use of technology, including artificial intelligence, as it relates to academic honesty. Policy also updated to include that a student with a disability be permitted to use technology for any purpose for which technology is identified in the student's individualized education program, that a student be given the opportunity to demonstrate that the use of technology was in accordance with policy when suspected by an employee that such use was in violation of academic honesty, and that any information acquired from an employee's use of technology in determining whether a student has committed and act of academic dishonesty be shared with the student and the student's parent/guardian, as appropriate. Additionally, policy updated to authorize the provision of staff training regarding the use of technology to improve education, including the detection of plagiarism and sensitivity to potential discrimination from algorithmic bias.

Board Policy 5145.6 – Parent/Guardian Notifications

Policy updated to reflect Health Care Services Policy and Procedures letter No. 21-017R and No. 23-004 which require districts to develop a plan to meet alternative formatting requirements for individuals with disabilities to enable individuals with speech, vision, and hearing disabilities to effectively communicate and participate in the Medi-Cal program.

Board Policy 6154 – Homework/Makeup Work

Policy updated to add that meaningful homework can provide enrichment, address student use of technology, including artificial intelligence, as it relates to homework and makeup work, provide that teacher training may include designing homework assignments that inspire students' interests, include that students may work with other students and use approved outside resources as directed by the teacher, and move material related to notifying the student's parents/guardians when a student repeatedly fails to complete homework so that it follows chronologically.

Board Policy 6158 – Independent Study

Policy updated to reflect NEW LAW (AB 181, 2022) which (1) encourages districts to consider offering more than one independent study model for short- and long-term placements when adopting policy, (2) changes the threshold for when tiered reengagement strategies are required to be implemented, (3) adds that tiered reengagement strategies procedures include local programs intended to address chronic absenteeism, (4) includes that the requirement to develop a plan to transition students whose families wish to return to in-person instruction, as specified, applies to students who participate in independent study for at least 15 school days, (5) creates an exemption from the live interaction and/or synchronous instruction, tiered reengagement strategies, and transition back to in-person instruction requirements for any student who is enrolled in classroom-based instruction and is participating in independent study due to necessary medical treatment or inpatient treatment for mental health or substance abuse under the care of appropriately licensed professionals, (6) specifies that a signed written/learning agreement be obtained before the student begins independent study for students participating in independent study for 15 school days or more, and within ten school days of the first day of the student's enrollment for student participation of less than 15 school days, (for both traditional and course-based independent study), (7) adds that for students with disabilities the certificated employee designated as having responsibility for the special education programming of the student

is required to sign the written/learning agreement, (for both traditional and course-based independent study), and (8) includes that a student with disabilities may participate in a course-based independent study program if the student's individualized education program specifically provides for such participation. Policy also updated to (1) move and expand material regarding the requirement for Governing Boards to hold a public hearing when setting policy, as specified, (2) emphasize that no student may be required to participate in independent study, (3) clarify that for course-based independent study procedures tiered reengagement strategies are not required to include notification to parents/guardians of lack of participation within one school day of the absence or lack of participation, and (4) delete material applicable only to the 2021-22 school year.

Board Policy 6164.2 – Guidance/Counseling Services

Policy updated to expand the Governing Board's philosophical statement to include student well-being, and reflect NEW LAW (AB 2508, 2022) which (1) urges districts to adopt a comprehensive educational counseling program and, for districts that provide such services, to implement a structured and coherent counseling program within a Multi-Tiered Systems of Support framework, (2) revises the definition of "educational counseling," (3) amends the legislative intent of the responsibilities of school counselors, (4) requires educational counseling to include specified postsecondary services, and (5) revises the components that educational counseling is required and authorized to include. Policy also updated to reflect NEW LAW (AB 643, 2021) which encourages districts to host apprenticeship and/or career technical education fair events, such as college and career fairs and for districts that do hold such events to notify apprenticeship programs in their county, as specified. Additionally, policy updated to move material regarding early identification and intervention plans for students who may be at risk for violence.

Board Policy 6173 – Education for Homeless Children

Policy updated to reflect NEW LAW (AB 408, 2022) which (1) mandates that districts establish homeless education program policies and update those policies at least once every three years, and (2) requires the liaison for homeless students to offer annual training to district employees providing services to students experiencing homelessness and to inform such employees of the availability of training and the services provided by the liaison. Policy also updated to reflect NEW LAW (AB 2375, 2022) which requires districts, regardless of whether they received American Rescue Plan Act of 2021 funds, to annually administer a housing questionnaire for the purpose of identifying students experiencing homelessness, including unaccompanied minors, and annually report that number of students to the California Department of Education (CDE). Additionally, policy updated to reflect NEW LAW (SB 532, 2022) which requires districts to annually report to CDE the number of students experiencing homelessness who graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements. Policy updated

Board Policy 6173.1 – Education for Foster Youth

Policy updated to move material regarding a safe learning environment toward the beginning of the policy as it is philosophical in nature and has general implications, and reflect NEW LAW (SB 532, 2022) which requires districts to annually report to the California Department of Education regarding the number of foster youth who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

Policy 5117: Interdistrict Attendance **Status:** ADOPTED

Original Adopted Date: 12/11/2008 | **Last Revised Date:** 03/11/2021 | **Last Reviewed Date:** TBD

The Governing Board recognizes that parents/guardians of students who reside within the geographic boundaries of one district may, for a variety of reasons, desire to enroll their children in a school in another district.

Interdistrict Attendance Agreements and Permits

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts. (Education Code 46600)

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. It also may contain standards agreed upon by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

Instruction Collaboration Agreements

The Superintendent or designee may, with board approval, enter into an instruction collaboration agreement (ICA) with another school district, county office of education or charter school to offer the same or similar courses and coursework to students who have been impacted by any of the following: (Education Code 48345)

1. Disruptions or cancellations in science, technology, engineering, and mathematics (STEM) classes
2. Disruptions or cancellations in dual language immersion programs
3. Teacher shortages in STEM classes or dual language immersion programs

Prior to accepting students for classes for any of the reasons specified in Items #1-3 above, the Superintendent or designee shall, with Board Approval, determine the maximum number of students that the district can accept for these purposes. The district shall accept students who apply until the district is at maximum capacity.

Students shall be admitted to this program through an unbiased process that prohibits an inquiry into, or evaluation or consideration of, whether a student should be authorized to participate in the course or coursework based upon the student's current academic or athletic performance, proficiency in English, physical condition, any of the individual characteristics specified in Education Code 200, or family income. If the number of applicants exceeds the number of seats available, the approval for participation shall be determined by a random public drawing at a regularly scheduled Board meeting. (Education Code 48345)

The Superintendent or designee shall publicly post information, including, but not limited to, applicable forms and timelines for submission pursuant to the ICA, to ensure that students and their families are aware of the opportunities to participate. (Education Code 48345)

~~Transportation~~

~~Upon parent/guardian request, the district shall provide transportation assistance to a student receiving an interdistrict transfer who is eligible for free and reduced-price meals and is the child of an active duty military parent/guardian or a victim of bullying, as defined in Education Code 46600. (Education Code 46600)~~

~~In addition, upon request of a student's parent/guardian, the Superintendent or designee may authorize transportation for any interdistrict transfer student to and from designated bus stops within the attendance area of the school that the student attends if space is available.~~

Policy 5131.9: Academic Honesty

Status: ADOPTED

Original Adopted Date: 12/11/2008 | **Last Revised Date:** TBD | **Last Reviewed Date:** TBD

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty.

Students, parents/guardians, staff, and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to district and school-site discipline rules.

The Superintendent or designee may establish a committee comprised of students, parents/guardians, staff, administrators, and members of the public to develop standards of academic honesty, measures of preventing dishonesty, and specific consequences for acts of dishonesty. Any recommendations for discipline shall be incorporated into the school's site level discipline rules.

Prohibited and Permitted Technology Use

As the district's standards for academic achievement are designed to challenge all students to reach their full potential in acquiring the knowledge and skills needed for success in postsecondary education, employment, and responsible citizenship, any use of technology that prevents or inhibits a student from achieving these standards is prohibited. Prohibited uses include, but are not limited to, using technology primarily or solely for the completion of coursework as a student's original work and generating answers to mathematical, scientific, or analytical problems.

Permitted uses of technology include, but are not limited to, conducting research, correcting grammar and spelling, and learning from educational applications such as tutoring systems and language learning applications.

Additionally, consistent with the limitations expressed in this policy and with teacher consent, students may also use technology to assist with assessments, homework, and/or makeup work or other uses approved by the teacher.

However, a student with a disability shall be permitted to use technology for any purpose identified in the student's individualized education program as a tool to support the student's learning. If an employee suspects that a student has used technology in violation of this policy, the student shall be given the opportunity to demonstrate that the use of technology was in accordance with this policy.

Any information acquired from an employee's use of technology in determining whether a student has committed an act of academic dishonesty shall be shared with the student, and the student's parent/guardian as appropriate.

The Superintendent or designee may provide training to staff regarding the use of technology to improve education, including the detection of plagiarism and sensitivity to potential discrimination from algorithmic bias.

Policy 5145.6: Parent/Guardian Notifications

Status: ADOPTED

Original Adopted Date: 12/11/2008 | **Last Revised Date:** 01/14/2021 | **Last Reviewed Date:** TBD

The Governing Board desires to promote effective communication between the school and the home and to keep parents/guardians informed regarding educational programs, school operations, and the legal rights of students and their parents/guardians. The Superintendent or designee shall send parents/guardians all notifications required by law and any other notifications the Superintendent or designee believes will promote parental understanding and involvement.

The district must provide an annual notice to parents and guardians of the school's general information policies that includes:

1. Assurances that the district will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

2. A description of the types of student records maintained by the district.

3. A list of the circumstances or conditions under which the district might release student information to outside people or entities.

4. A statement that, unless the district is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the district shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student's personally identifiable information.

If the district decides to release directory information, the district shall provide an annual notice to parents and guardians, and "eligible students" in attendance, of the district's directory information policy that includes:

1. The categories of information that the district has classified as public directory information that may be disclosed without parental consent and which should only include the information specifically identified in Education Code section 49061, subdivision (c).

2. A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where the district receives consent as required under state law).

3. The recipients of the directory information.

4. A description of the parent's or guardian's abilities to refuse release of the student's directory information, and how to refuse release.

5. The deadline in which the parent, guardian or student must notify the school in writing that he or she does not want the information designated as directory information

Notice of the rights and responsibilities of parents/guardians as specified in Education Code 48980 shall be sent at the beginning of each academic year and may be provided by regular mail, in electronic form when so requested by the parent/guardian, or by any other method normally used by the district for written communication with parents/guardians. (Education Code 48981)

No activity specified in Education Code 48980 shall be undertaken with respect to any particular student unless the student's parent/guardian has been informed of such action through the annual notification or other separate special notification. Such notice shall state the activity that will be undertaken and the approximate date on which the activity will occur. (Education Code 48983- 48984)

The annual notification shall include a request that the parent/guardian sign the notice and return it to the school or, if the notice is provided in electronic format, that the parent/guardian submit a signed acknowledgment of receipt of the notice to the school. The parent/guardian's signature is an acknowledgment of receipt of the information but

does not indicate that consent to participate in any particular program has been given or withheld. (Education Code 48982)

Whenever a student enrolls in a district school during the school year, the student's parents/guardians shall be given all required parental notifications at that time.

Notifications shall be presented in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians can understand.

When necessary, the district shall provide notifications to qualified individuals with disabilities in alternative formats, such as braille, large front, or audio recordings, to enable such individuals to effectively participate in any program, service, or activity, as required by law.

Whenever 15 percent or more of the students enrolled in a district school speak a single primary language other than English, as determined from the California Department of Education census data collected pursuant to Education Code 52164, all notices sent to the parent/guardian of any such student shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language. (Education Code 48981, 48985)

Whenever an employee learns that a student's parent/guardian is unable to understand the district's printed notifications for any reason, the employee shall inform the principal or designee, who shall work with the parent/guardian to establish other appropriate means of communication.

Policy 6154: Homework/Makeup Work **Status:** ADOPTED

Original Adopted Date: 12/11/2008 | **Last Revised Date:** 11/18/2021 | **Last Reviewed Date:** TBD

The Governing Board recognizes that meaningful homework assignments can be a valuable extension of student learning time**, provide enrichment,** and assist students in developing good study habits. Homework **and/or makeup work** shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.

Students may use technology to assist with homework and/or makeup work in conducting research, correcting grammar and spelling, and learning from educational applications such as tutoring systems and language learning applications, as specified in Board Policy 5131.9 – Academic Honesty and Board Policy 6163.4 – Student Use of Technology.

The Superintendent or designee shall collaborate with school administrators and teachers to develop and regularly review guidelines for the assignment of homework and the related responsibilities of students, staff, and parents/guardians.

Homework assignments shall be reasonable in length and appropriate to the grade level and course. The Board expects that the number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Teachers shall assign homework only as necessary to fulfill academic goals and reinforce current instruction.

As needed, teachers may receive training in designing relevant homework assignments that reinforce classroom learning objectives **and inspire students' interests**.

Although on-time completion of homework is important to maintain academic progress, the Board recognizes that students learn at different rates. Students shall receive credit for work that is completed late in order to encourage their continued learning.

Age-appropriate instruction may be given to help students allocate their time wisely, meet their deadlines, learn to work independently, and develop good personal study habits.

At the beginning of the school year, teachers shall communicate homework expectations to students and their parents/guardians. Homework guidelines shall also be included in student and/or parent/guardian handbooks. These communications shall include the manner in which homework relates to achievement of academic standards and course content, the impact of homework assignments on students' grades, any school resources and programs that are available to provide homework support, and ways in which parents/guardians may appropriately assist their children.

Although it is the student's responsibility to undertake assignments independently, parents/guardians may serve as a resource and are encouraged to ensure that their child's homework assignments are completed. ~~When a student repeatedly fails to complete homework, the teacher shall notify the student's parents/guardians as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards.~~ **Students may also work with other students and use approved outside resources as directed by the teacher.**

To further support students' homework efforts, the Superintendent or designee may establish and maintain electronic forums, provide access to school library media centers and technological resources, and/or provide before-school and after-school programs where students can receive homework assistance from teachers, volunteers, and/or student tutors. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

Teachers shall review all completed homework to assess the student's understanding of academic content and shall provide timely feedback to the student.

If a student repeatedly fails to complete homework, the teacher shall notify the student's parents/guardians as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards.

Makeup Work

Students who are absent from school shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

The Superintendent or designee shall notify parents/guardians that no student may have a grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

Suspended Students

When a parent/guardian of a student who has been suspended for two or more school days requests homework that the student would otherwise have been assigned, the student's teacher shall provide such homework. If a homework assignment is requested and is turned in to the teacher by the student either upon the student's return from suspension or within the timeframe originally prescribed by the teacher, whichever is later, and is not graded before the end of the academic term, the homework assignment shall not be included in the calculation of the student's overall grade in the class. (Education Code 48913.5)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

Policy 6158: Independent Study **Status:** ADOPTED

Original Adopted Date: 12/08/2008 **| Last Revised Date:** 09/08/2022 **| Last Reviewed Date:** TBD

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered **for short- or long-term placements,** on a full-time or part-time basis and**/or** in conjunction with part- or full-time classroom study.

The Board shall hold a public hearing when considering the scope of its existing or prospective use of independent study as an instructional strategy, its purposes in authorizing independent study, and factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of students or adult education students. (Education Code 51747; 5 CCR 11701)

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

Student participation in independent study shall be voluntary **and no student shall be required to participate**. (Education Code 51747, 51749.5, 51749.6)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

The minimum period of time for any independent study option shall be three consecutive school days. (Education Code ~~51747~~ **46300**)

General Independent Study Requirements

~~For the 2022-23 school year and thereafter, t~~**T**he Superintendent or designee may offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for ~~independent study and~~ **participation** is likely to succeed in ~~independent study~~ as well as or better than the student would in the regular classroom setting.

The minimum instructional minutes ~~for~~ **shall be the same for all students at each school, including** students participating in independent study ~~shall be the same as required for their peers at the school who are receiving in-person instruction~~, except as otherwise permitted by law. (Education Code 46100)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. When necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due. However, in no event shall the due date of an assignment be extended beyond the termination date ~~of the~~ **specified in the student's written** agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060

2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments

3. Learning of required concepts, as determined by the supervising teacher

4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California **(UC)** or the California State University **(CSU)** as creditable under the A-G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that all students participating in independent study for 15 school days or more (except for students enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse) receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction

2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction

3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students participating in an independent study program for 15 school days or more (except for students enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse) who **are**: (Education Code 51747)

1. ~~Are n~~Not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the district's approved instructional calendar

2. ~~Are found to be not participatory~~ **Not participating in synchronous instructional offerings** pursuant to ~~Section~~ **Education Code** 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span

3. ~~Are i~~In violation of their written agreement

Tiered reengagement strategies procedures used in district independent study programs shall include~~,~~ **local programs intended to address chronic absenteeism, as applicable, including** but ~~are~~ not ~~necessarily~~ limited to~~, all of~~ the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student

2. Notification to parents/guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation

3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary

4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Superintendent or designee shall**, for students who participate in an independent study program for 15 school days of more,** develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more, and does not apply to students enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. (Education Code 51747)

When **any** students ~~are~~ enrolled in ~~a comprehensive school for~~ classroom-based instruction ~~and~~ **is** participating in independent study ~~under the care of appropriately licensed professionals~~ due to necessary medical treatment or inpatient treatment for mental health or substance abuse **under the care of appropriately licensed professionals**, **the student shall be exempt from the live interaction and/or synchronous instruction, tiered reengagement strategies, and transition back to in-person instruction requirements specified above. In such cases,** ~~the district shall obtain~~ evidence from appropriately licensed professionals, of the **student's** need to participate in independent study**, shall be submitted to the Superintendent or designee.** (Education Code 51747)

The Superintendent or designee shall ensure that a written ~~master~~ agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

Upon the request of the parent/guardian of a student, and before signing a written agreement as described below in the section "Master Agreement," the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, and, if requested, ~~their~~ **by the parent/guardian an** advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Master Agreement

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747~~; 5 CCR 11703~~)

For student participation for 15 school days or more, a signed written agreement shall be obtained before the student begins independent study. For student participation of less than 15 school days, a signed written agreement shall be obtained within ten school days of the first day of the student's enrollment. (Education Code 46300, 51747)

~~The district shall obtain a signed written for an independent study program for any length of time from the student, the student's parent or guardian if the student is less than 18 years of age, the certificated employee responsible for supervising independent study, and the certificated employee responsible for the student's special education programming (if applicable), no later than 30 days after the first day of instruction in the independent study program or October 15, whichever date comes later.~~

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but ~~are~~ **is** not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The **manner, time,** frequency, ~~time,~~ **and** place~~, and manner~~ for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress

2. The objectives and methods of study for the student's work and the methods used to evaluate that work

3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work

4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study

5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year

6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion

7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports

8. A statement that independent study is an optional educational alternative in which no student may be required to participate

9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

10. Before the commencement of independent study ~~scheduled~~ **projected** to last ~~more than 14~~ **for 15** school days **or more, or within ten school days of the first day of enrollment for independent study for less than 15 school days,** the ~~written~~ agreement shall be signed and dated ~~before the commencement of independent study,~~ by the student, the student's parent/guardian or caregiver if the student is under ~~age~~ 18 years, the certificated employee responsible for the general supervision of independent study, and the certificated employee responsible for the student's special education programming, if applicable.

    ~~For the 2022-23 school year and thereafter, for a student participating in independent study scheduled for less than 15 school days, the written agreement shall be signed and dated within 10 school days of the commencement of independent study by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and the certificated employee responsible for the student's special education programming, if applicable.~~

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Course-Based Independent Study

The district's course-based independent study program for students in grades K-12 shall be subject to the following requirements: (Education Code 51749.5)

1. A signed learning agreement shall be completed and on file for each participating student, pursuant to Education Code 51749.6

2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction

3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially equivalent to in-person, classroom-based instruction, and shall be aligned to all relevant local and state content standards. For high schools, this shall include access to all courses offered by the district for graduation and approved by ~~the University of California or the California State University~~ **UC or CSU** as creditable under the A-G admissions criteria. The certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses. ~~4.~~ The certification shall also include plans to provide opportunities throughout the school year, for **all** students in transitional kindergarten, kindergarten, and grades 1-3 to receive daily synchronous instruction, for **all** students in grades 4-8, to receive both daily live interaction and at least weekly synchronous instruction, and for **all** students in grades 9-12 to receive at least weekly synchronous instruction. This section does not apply to students enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse

~~5~~**4**. Students enrolled in independent study courses shall meet the applicable age requirements established pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3

~~6~~**5**. For each student participating in an independent study course, satisfactory educational progress shall be determined based on the student's achievement and engagement in the independent study program~~,~~ as indicated by ~~their~~ **the student's** performance on applicable student-level measures of student achievement and ~~student~~ engagement set forth in Education Code 52060, completion of assignments, assessments, or other indicators that evidence that the student is working on assignments, learning of required concepts, as determined by the

supervising teacher, and progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in ~~an~~ **on or more** independent study ~~class~~ **COURSES** is not being made, the teacher **providing instruction** shall notify the student and, if the student is under ~~age~~ 18 years **of age**, the student's parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be **treated as** a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

Procedures for tiered reengagement strategies shall be used for all students who are not making satisfactory educational progress in one or more courses or who are in violation of the written learning agreement, as described in the section "Learning Agreement for Course-Based Independent Study" below. These procedures shall include, but are not necessarily limited to, the verification of current contact information for each enrolled student, ~~notification to parents/guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation,~~ a plan for outreach from the school to determine student needs, including connection with health and social services as necessary, and a clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being. This section does not apply to students enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse.

~~7~~**6.** Examinations shall be administered by a proctor

~~8~~**7**. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses

~~9~~**8**. A student shall not be required to enroll in courses included in the course-based independent study program

~~10~~**9**. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6

~~11~~**10**. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208 and 47612.5

~~12~~**11**. Courses required for high school graduation or for admission to ~~the University of California or California State University~~ **UC or CSU** shall not be offered exclusively through independent study

~~13~~**12**. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011

~~14~~**13**. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to Internet connectivity necessary to participate in the course

~~15~~**14**. A student with disabilities, as defined in Education Code 56026, may participate in course-based independent study, if the student's individualized education program specifically provides for that participation. If a parent/guardian of a student with disabilities requests independent study, the student's individualized education program team shall make an individualized determination as to whether the student can receive a free appropriate public education in an independent study placement. A student's inability to work independently, the student's need for adult support, or the student's need for special education or related services shall not preclude the individualized education program team from determining that the student can receive a free appropriate education in an independent study placement

~~16~~**15**. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study

~~17~~**16**. The district shall maintain a plan to transition any student whose family wishes to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days. This section does not apply to students enrolled in a comprehensive school for classroom-based instruction who, under the care

of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse

Learning Agreement for Course-Based Independent Study

Before enrolling a student in a course within ~~this~~ **a course-based independent study** program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, the student's parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the district's policies and procedures related to course-based independent study pursuant to Education Code 51749.5

2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to Item #3 of the Course-Based Independent Study section above

3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years

4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program

5. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work

6. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports

7. A statement that enrollment is an optional educational alternative in which no student may be required to participate. In the case of a ~~student who is~~ suspended or expelled **student**~~, or~~ who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917~~, the agreement also shall include the~~ **a** statement that instruction may be provided ~~to the student~~ through course-based independent study only if the student is offered the alternative of classroom instruction

8. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian regarding a student's academic progress

9. The objectives and methods of study for the student's work, and the methods used to evaluate that work

10. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study

11. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the student upon completion

12. Before the commencement of an independent study course projected to last ~~more than 14~~ **for 15** school days **or more, ,or within ten school days of the first day of enrollment for an independent study course projected to last less than 15 school days,** ~~for an individual student,~~ the learning agreement shall be signed and dated by the student, and by the student's parent/guardian or caregiver if the student is less than 18 years of age, the certificated employee ~~who has been designated as having responsibility~~ **responsible** for the general supervision of the independent study course, **, and as applicable for students with disabilities,** ~~and~~ the certificated employee ~~who has been~~ designated as having responsibility for the student's special education programing of the student~~, if applicable~~. ~~For the 2022-23 school year and thereafter, for independent study programs projected to last less than 15 school days for an individual student, each learning agreement shall be signed and dated within 10 school days of the commencement of independent study, by the student, by the student's parent/guardian or caregiver if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the student's special~~

~~education programming, if applicable.~~ For purposes of this paragraph "caregiver" means a person who has met the requirements of Family Code 6550-6552.

~~Written~~ **Learning** agreements may be signed using an electronic signature that complies with state and federal standards, as determined by CDE. (Education Code 51749.6)

A signed learning agreement from a parent/guardian of a student who is less than 18 years of age shall constitute the parent/guardian's permission for the student to receive instruction through course-based independent study. (Education Code 51749.6)

~~The Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)~~

Upon the request of a student's parent/guardian, and before signing a ~~written~~ **learning** agreement as described above, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference, or other meeting during which the student, parent/guardian, ~~or their~~ **and, if requested by the parent/guardian, an** advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51749.6)

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or, if requested by a parent/guardian, prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records

The Superintendent or designee shall ensure that records are maintained for audit purposes.

These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study

2. A listing of the students, by grade level, program placement, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education

3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's **signed or initialed and dated** notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher

4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products personally judged by a certificated teacher employed by the local educational agency, and reviewed by the supervising teacher if they are two different persons

5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)

6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee shall also maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

~~The signed, dated agreement, any~~ **Signed written and** supplemental agreement**s**, assignment records, work samples, and attendance records may be maintained ~~on~~ **as an electronic** file ~~electronically~~ **in accordance with Education Code 51747 and 51749.6, as applicable.** ~~(Education Code 51747)~~

Program Evaluation

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

Policy 6164.2: Guidance/Counseling Services **Status:** ADOPTED

Original Adopted Date: 12/11/2008 **| Last Revised Date:** 04/06/2017 **| Last Reviewed Date:** TBD

The Governing Board recognizes that a structured, coherent, and comprehensive counseling program promotes academic achievement and **growth, and** serves the diverse needs of ~~all~~ district students. **The district shall provide an educational counseling program that offers students services and supports within a Multi-Tiered Systems of Support (MTSS) framework, in accordance with law.** Counseling staff shall be available to provide students with individualized reviews of their educational progress toward academic and/or career and vocational goals and, as appropriate, may discuss social, personal, or other issues that may impact student learning **and well-being**.

The Superintendent or designee shall ensure that all persons employed to provide **direct** school counseling, school psychology, ~~and/or~~ school social work services **to students, and/or implement equitable school programs and services that support students' academic and social emotional development and college and career readiness** shall possess the appropriate credential from the Commission on Teacher Credentialing authorizing their employment in such positions. Responsibilities of ~~each position~~ **such positions** shall be clearly defined in a job description.

Responsibilities of school counselors include, but are not limited to:

1. Engaging with, advocating for, and providing ~~support for~~ all students with ~~respect to learning and achievement~~ **direct services, such as individual counseling, group counseling, risk assessment, crisis response, and instructional services, including mental health and behavioral, academic, and postsecondary educational services and indirect services, including but not limited to, positive school climate strategies, teacher and parent consultations, and referrals to public and private community services**

2. Planning, implementing, and evaluating **school counseling** programs ~~to promote the academic, career, personal, and social development of all students, including students from low-income families, foster youth, homeless youth, undocumented youth, homeless youth, undocumented youth, and students at all levels of academic, social, and emotional abilities~~

3. **Working within a MTSS that uses** ~~using~~ multiple **data** sources ~~of information~~ to monitor and improve student behavior**, attendance, engagement,** and achievement

4. ~~Collaborating and~~ **Developing,** coordinating ~~with school and community resources~~**, and supervising comprehensive student support systems in collaboration with teachers, administrators, other pupil personnel services professionals, families, community partners, and community agencies, including county mental health agencies**

5. Promoting and maintaining a safe learning environment for all students by providing restorative ~~justice~~ practices, positive behavior interventions, and support services**, and by developing a variety of intervention strategies, and using those strategies, to meet individual, group, and school community needs before, during, and after a crisis**

6. Intervening to ameliorate school-related problems, including ~~issues~~ **problems** related to chronic absences **and retention**

7. Using research-based strategies to **promote mental wellness,** reduce **mental health** stigma, ~~conflict, and student-to-student~~ **and to identify characteristics, risk factors, and warning signs of students who develop, or are at risk of developing, mental health and behavioral disorders and who experience, or are at risk of experiencing,** mistreatment ~~and~~, **including mistreatment related to any form of conflict or** bullying

8. Improving school climate and student well-being **by addressing the mental and behavioral health needs of students during a period of transition, separation, heightened stress, and critical changes, accessing community programs and services to meet those needs, and providing other appropriate services**

9. Enhancing students' social and emotional competence, character, health, civic engagement, cultural ~~legacy~~ **literacy**, and commitment to lifelong learning and the pursuit of high-quality educational programs

10. Providing counseling ~~interventions and support~~ services for **unduplicated** students **who are** classified as English learners, **or foster youth, homeless children, and students** eligible for free ~~or~~ **and** reduced-priced meals, ~~or foster youth,~~ including ~~enhancing~~ **interventions and support services that enhance** equity and access to ~~the~~ **appropriate** education ~~system~~ **systems** and ~~community~~ **public and private** services

11. Engaging in continued development as a professional school counselor

Educational And Career Counseling

Beginning in grade 7, parents/guardians shall receive a general notice at least once before career counseling and course selection so that they may participate in the counseling sessions and decisions. (Education Code 221.5)

The educational counseling program shall include academic counseling **and postsecondary services,** in the following areas: (Education Code 49600)**:**

1. Development and implementation, with parent/guardian involvement, of the student's immediate and long-range educational plans

2. Optimizing progress towards achievement of proficiency standards **and competencies**

3. Completion of the required curriculum in accordance with the student's needs, abilities, interests, and aptitudes

4. Academic planning for access and success in higher education programs, including advisement on courses needed for admission to ~~public~~ colleges and universities, standardized admissions tests, and financial aid

5. ~~Career and vocational counseling,~~ **High-quality career programs at all grade levels** in which students are assisted in doing all of the following:

    a. Planning for the future, including, but not limited to, identifying personal interests, skills, and abilities, career planning, course selection, and career transition

    b. Becoming aware of personal preferences and interests that influence educational and occupational exploration, career choice, and career success

    c. Developing ~~realistic perceptions of~~ work, **self-efficacy for** the **ever-**changing work environment, **the changing needs of the workforce,** and the ~~effects~~ of work on ~~lifestyle~~ **quality of life**

    d. Understanding the relationship between academic achievement and career success, and the importance of maximizing career options

    e. Understanding the value of participating in career technical education ~~and work- based learning activities and~~ **pathways,** programs, **and certifications,** including, but not limited to, ~~service learning,~~ **those related to** regional occupational ~~centers and~~ programs, ~~partnership programs, job shadowing, and mentoring experience~~ **and centers, the federal program administered by the United States Department of Labor offering free education and vocational training to students, known as "Job Corps," the California Conservation Corps, work-based learning, industry certifications, college preparation and credit, and employment opportunities**

    f. Understanding the need to develop essential employable skills and work habits

    ~~g. Understanding the variety of four-year colleges and universities and community college vocational and technical preparation programs, as well as admission criteria and enrollment procedures~~

    g. Understanding entrance requirements to the Armed Forces of the United States, including the benefits of the Armed Services Vocational Aptitude Battery (ASVAB) test

The district's educational counseling program also may include, but not be limited to, identification of students who are at risk of not graduating with ~~the rest of~~ their ~~class~~ **peers**, development of a list of coursework and experience necessary to assist students to satisfy the curricular requirements for college admission and successfully transition to postsecondary education or employment, and counseling regarding available options for ~~a student to continue his/her education if he/she fails~~ **students who fail** to meet graduation requirements **to continue with their education**.

The Superintendent or designee shall establish and maintain a program of guidance, placement, and follow-up for all high school students subject to compulsory continuation education. (Education Code 48431)

As part of the district's educational counseling program, students may be offered mental and behavioral health services under which a student may receive prevention, intervention, short-term counseling services, and mental health related classroom instruction to reduce stigma and increase awareness of counseling support services.

No counselor shall unlawfully discriminate against any student. Guidance counseling regarding school programs and career, vocational, or higher education opportunities shall not be differentiated on the basis of any protected category specified in BP 0410 - Nondiscrimination in District Programs and Activities.

In addition, counselors shall affirmatively explore with ~~students~~ **a student** the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. (Education Code 221.5)

For assessing or counseling students, the district shall not use testing or other materials that permit or require impermissible or unlawful differential treatment of students. (5 CCR 4931)

Colleges and prospective employers, including military recruiters, shall have the same access to students for recruiting purposes. (Education Code 49603; 10 USC 503; 20 USC 7908)

The Superintendent or designee shall collaborate with businesses, government agencies, postsecondary institutions including universities and career technical schools, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities through college and/or career fairs.

When planning to hold a college or career fair, the Superintendent or designee shall notify each apprenticeship program in the county. The notification shall include the planned date, time and location of the college or career fair. (Labor Code 3074.2)

Personal or Mental Health Counseling

A school counselor, school psychologist, or school social worker may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by ~~his/her~~ **their** credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, students and their parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance.

Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.

Any information of a personal nature disclosed to a school counselor by a student age 12 years or older or by ~~his/her~~ **the student's** parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602. (Education Code 49602)

A counselor shall consult with the Superintendent or designee and, as appropriate, with the district's legal counsel whenever unsure of how to respond to a student's personal problem or when questions arise regarding the possible release of confidential information regarding a student.

Crisis Counseling

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students and parents/guardians before, during, and after a crisis.

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in effective threat assessment, appropriate response techniques, and/or methods to directly help students cope with a crisis if it occurs.

Teacher-Based Advisory Program

The Board recognizes that a supportive, ongoing relationship with a caring adult can provide a student with valuable advice, enhance student-teacher relationships, and build the student's feelings of connectedness with the school. The Board authorizes the development of a teacher-based advisory program in which teachers advise students in such areas as academic planning, character development, conflict resolution, and self-esteem. Any teacher participating in this program shall be under the supervision of a credentialed school counselor as appropriate, receive related information and training, and be subject to this Board policy and law, including requirements pertaining to student confidentiality and nondiscrimination.

Policy 6173: Education For Homeless Children

Status: ADOPTED

Original Adopted Date: 12/11/2008 | **Last Revised Date:** 11/10/2022 | **Last Reviewed Date:** TBD

The Governing Board believes that the identification of ~~homeless~~ students **experiencing homelessness** is critical to improving the educational outcomes of such students and ensuring that ~~homeless~~ students **experiencing homelessness** have access to the same free and appropriate public education provided to other students within the district. The district shall provide ~~homeless~~ students **experiencing homelessness** with access to education and other services necessary for such students to meet the same challenging academic standards as other students.

When there are at least 15 ~~homeless~~ students **experiencing homelessness** in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of ~~homeless~~ students **experiencing homelessness**. (Education Code 52052, 52060, 52064)

The Superintendent or designee shall ~~regularly~~ review **district policies at least once every three years** and recommend updates ~~to district policies~~ to ensure removal of any barriers to the education of homeless students and unaccompanied youth. Any such review shall address identification, enrollment, and retention of such students, including those barriers that are due to absences or outstanding fees or fines. ((**Education Code 48851.3,** 42 USC 11432)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison for homeless students shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting ~~homeless~~ students **experiencing homelessness** to succeed in school**, and as specified in Education Code 48851.3 related to trainings for district staff providing assistance to students experiencing homelessness**.

The Superintendent or designee shall ensure that each district school identifies all ~~homeless children and youths~~ **students experiencing homelessness** and unaccompanied youths enrolled at the school. (Education Code 48851)

To ensure easy identification of ~~homeless~~ students **experiencing homelessness**, the Superintendent or designee shall annually **provide and** administer a housing questionnaire developed by the California Department of Education (CDE) to all parents/guardians of students and all unaccompanied youths. (Education Code 48851)

If the primary language of a student's parent/guardian or an unaccompanied youth is not English, either the housing questionnaire shall be made available in the primary language of the student's parent/guardian or the unaccompanied youth pursuant to Education Code 48985, or an appropriate translation of the housing questionnaire shall be provided upon request of a student's parent/guardian or an unaccompanied youth. (Education Code 48851)

The Superintendent or designee shall report to CDE the number of students experiencing homelessness, including unaccompanied youths, enrolled in the district as identified from the housing questionnaire described above. (Education Code 48851)

In addition, the Superintendent or designee shall ensure that the district liaison's contact information and other information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district and school web sites as specified in the accompanying administrative regulation. (Education Code 48852.6)

The Superintendent or designee shall ensure that placement decisions for ~~homeless~~ students **experiencing homelessness** are based on the student's best interest as defined in law and administrative regulation.

Each ~~homeless~~ student **experiencing homelessness** shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. ((**Education Code 48850:** 42 USC 11432)

~~Homeless students~~ **Students experiencing homelessness** shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate ~~homeless~~ students **experiencing homelessness** on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet ~~the~~ **their** unique needs ~~of homeless students~~. (42 USC 11432, 11433)

The Superintendent or designee shall ensure that information and/or materials for ~~homeless~~ students **experiencing homelessness** are provided in a manner and form understandable to the **student's** parents/guardians ~~of homeless students~~ and to unaccompanied youths.

Information about ~~a homeless student's~~ **the** living situation **of a student experiencing homelessness** shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act, shall not be deemed to be directory information as defined in 20 USC 1232g, and shall not be released without written consent. (42 USC 11432)

The Superintendent or designee shall coordinate with other agencies and entities to ensure that ~~homeless children and youth~~ **students experiencing homelessness** are promptly identified, ensure that ~~homeless~~ students **experiencing homelessness** have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to ~~homeless children and youth~~ **students experiencing homelessness**, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for ~~homeless~~ students **experiencing homelessness** and services for students with disabilities. (42 USC 11432)

At least annually, the district liaison and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of ~~homeless~~ students **experiencing homelessness**. Such professional development and technical assistance shall include, but are not limited to, training on the **district's homeless education program policies,** definitions of terms related to homelessness, ~~the~~ **recognition of** signs ~~of~~**that students are experiencing or are at risk of experiencing** homelessness, the steps that should be taken once a potentially homeless student is identified, and how to connect ~~homeless~~ students **experiencing homelessness** with appropriate housing and service providers. (Education Code **48851.3,** 48852.5; 42 USC 11432)

~~The Superintendent or designee shall report to CDE the number of homeless children and youths and unaccompanied youths enrolled in the district as identified from the housing questionnaire described above. (Education Code 48851)~~

Annually, the Superintendent or designee shall report to CDE, in accordance with Education Code 51225.1, the number of students experiencing homelessness graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

Policy 6173.1: Education For Foster Youth **Status:** ADOPTED

Original Adopted Date: 12/11/2008 | **Last Revised Date:** 12/14/2021 | **Last Reviewed Date:** TBD

The Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. ~~To enable such students to achieve state and district academic standards, the Superintendent or designee shall provide them with full access to the district's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the district's local control and accountability plan (LCAP).~~ **that may be addressed with the provision of a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self- esteem and academic achievement.**

The Superintendent or designee shall provide foster youth with full access to the district's educational program and implement strategies necessary for the improvement of the academic achievement of foster youth as identified in the district's local control and accountability plan (LCAP). The Superintendent or designee shall also develop strategies to build a foster youth's feeling of connectedness with school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and **as specified in the accompanying** administrative regulation. To that end, the Superintendent or designee shall collaborate with the State or local child welfare agency to designate a point of contact within the district if the corresponding child welfare agency notifies the district, in writing, that the child welfare agency has designated one of its employees to serve as a point of contact for the district. (20 USC Section 6312(c)(5)(A)) ~~designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth~~.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training on the enrollment, placement, and transfer of foster youth and other related rights.

~~The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement. The Superintendent or designee shall develop strategies to build a foster youth's feeling of connectedness with his/her school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.~~

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth, including, but not limited to Transportation services.

1. Children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with subsection 475(4)(A) of the Social Security Act. (42 USC 675(4)(A), 20 USC 6312)

2. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the district will provide transportation to the school of origin if any of the following agreements are in place: (20 USC Section 6312)

    a. The local child welfare agency agrees to reimburse the district for the cost of such transportation;
    b. The district agrees to pay for the cost of such transportation; or
    c. The district and the local child welfare agency agree to share the cost of such transportation. (20 USC 6312; PL 114-95, 1112(c)(5))

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

Annually, the Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of foster youth graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

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: November 9, 2023
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Approval of Regular and Special Governing Board Meetings Minutes

BACKGROUND INFORMATION

The Governing Board routinely reviews and approves minutes from all regular meetings and special sessions.

REPORT/PROPOSAL

The unadopted minutes of the October 12, 2023 Regular Board Meeting are included in this Board packet for consideration.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Staff recommends approval of Regular Governing Board meeting minutes as submitted.

Regular Governing Board Meeting

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Thursday, October 12, 2023 • Public Session: 6:00 p.m.
Cunha Intermediate School • 600 Church Street, Half Moon Bay, California 94019

1. OPENING BUSINESS

a. Call Public Session to Order

President Layne called the meeting to order at 6:06 p.m.

b. Roll Call / Quorum

Board Members Present:	Sophia Layne, President Kimberly Hines, Vice President Carmen Daniel, Clerk Lizet Cortes, Member
Board Members Absent:	Mary Beth Alexander, Member
Student Board Member Present:	Catalina Gonzalez-Johnston – Left the meeting at 9:22 p.m.
Administrators Present:	Sean McPhetridge, Ed.D., Superintendent Leticia Bhatia, Ed.D., Assistant Superintendent J Jesús Contreras, Chief Business Officer

c. Pledge of Allegiance

Student Board Member Catalina Gonzalez-Johnston led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Motion made by Member Hines that the agenda be approved as presented. Motion seconded by Member Cortes.

Motion (97) passed by a 4-0 vote, with Student Board Member voting aye.
Member Mary Beth Alexander, absent.

3. COMMUNICATIONS

a. Public Comments

Lisa Shick, CUSD parent, addressed the Board regarding concerns about water lead levels and facilities conditions at Half Moon Bay High School, a shade structure at Hatch, and the length of Board meetings.

Avis Calhoun, El Granada teacher, commented on respect and support from Board members, discussed Board choices, and offered suggestions regarding the district's spending cuts.

Josefina Infanzón, a classified employee, expressed support for workforce housing for district staff and offered suggestions for alternatives to alleviate traffic.

Donald Sheardown, community member, voiced his opposition to workforce housing and the use of Hatch Field for that purpose.

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/1nLYA_okd9-u62u_TIF6tTWInaik3ox6QiYNl9kD-QtQ/edit?usp=sharing

b. Employee Organizations Report

CUTA Representatives

Co-President Tom Cox began the report by recounting CUTA's actions in 2009-2010 during the district's financial crisis. Cox then addressed some issues, including the lack of communication regarding Outdoor Education, workforce housing, survey results, substitute teacher pay, the Strategic Plan, and the budget. Cox also emphasized teachers' commitment to students and the issue of needing long-term substitutes in 7th grade math and science classes. To end, Cox stated that he hopes to avoid the need for a protest but recognizes that it might have to happen.

CSEA Representatives

CSEA Representative Holly Lynne provided a negotiation update and expressed that CSEA looks forward to continuing bargaining in good faith.

c. Board Members Report

Member Kimberly Hines began by thanking meeting participants who provided comments in person and online. Member Hines emphasized a “yes/and” approach regarding workforce housing and encouraged everyone to engage in future conversations. She then provided some background on workforce housing planning, highlighting her and Member Alexander's involvement in the Real Estate Advisory Committee since 2020 and the discussions around optimization of district assets. Member Hines also acknowledged teachers' jobs and expressed her support for them. She stressed the Board's responsibility to address short-term needs as well as long-term needs.

Member Lizet Cortes commenced by expressing gratitude to the teachers for participating in Board meetings and their dedication to the students. She extended an invitation to the Latino community to engage in these meetings, emphasizing the importance of diverse perspectives in discussions about housing and other important topics. Member Cortes also mentioned her involvement in the Latino Leaders Coalition of the Bay Area, where they have organized a series of events featuring Latino speakers to celebrate Hispanic Heritage Month. She noted that these events will conclude with a student panel discussion with the participation of CUSD's Student Board Member Catalina Gonzalez-Johnston.

Member Carmen Daniel echoed Member Hines and Member Cortes in the thanks to meeting participants. She also mentioned attending the Budget Advisory Committee meeting led by Dr. Contreras where she has learned a lot about the district's financial situation. Member Daniels expressed her appreciation for the hard work of the teachers.

President Sophia Layne began by reassuring everyone of the Board's commitment to hearing all voices and acknowledged the challenges some groups face in attending Board meetings. She reported on the working session held on September 16, 2023 where the Board continued its work on the district's new Strategic Plan, emphasizing its focus on meeting students' needs. President Layne also stressed the importance of stepping back and reflecting on the actions and approaches and expressed her satisfaction that the new Strategic Plan efforts are already in progress. President Layne shared her participation in the Half Moon Bay Brewing Company’s Brews and Views event where she co-presented highlights of the Strategic Plan and discussed workforce housing. On the topic of workforce housing, President Layne

mentioned her attendance at two community events, acknowledged the issue's complexity, informed the public how the Board is actively exploring various models, and encouraged the public to reach out with any questions.

d. Student Board Member Report

Student Board Member Catalina Gonzalez-Johnston updated the Board and the public on the latest events and activities at El Granada Elementary, Farallone View Elementary, Hatch Elementary, Kings Mountain Elementary, Cunha Intermediate, Half Moon Bay High, Pilarcitos Continuation High, La Costa Adult School, and Los Listos Preschool.

e. Superintendent Report

Superintendent Dr. Sean McPhetridge began by acknowledging the situation in the Middle East and expressing sadness for the loss of many lives and the grief caused to families there. He reported on the first meeting of Community Hub partners, thanking the founding partners for their support. He also recognized the successful reclassification of students at Cunha and discussed the collaborative development of the Strategic Plan involving teachers, parents, and leaders. McPhetridge mentioned how he attended this year's first CUSD Environmental Sustainability Committee and commended them and other district staff for their efforts in earning CUSD the California Green Ribbon recognition last year.

Dr. McPhetridge highlighted two items from the Consent Agenda: the Native American Heritage Month proclamation and the approval for purchasing kitchen equipment to pilot a central kitchen at Half Moon Bay High School. He emphasized the importance of inclusivity by noting the end of Hispanic Heritage Month on October 15 and the observance of LGBTQ History Month in October. Superintendent McPhetridge referred to the FCMAT (Fiscal Crisis and Management Assistance Team) report's importance in CUSD achieving fiscal stability. He discussed the challenges faced by the district, including lower-than-projected revenues in 2022 due to the flip from Basic Aid to Local Control Funding Formula, declining enrollment, and the end of COVID funding.

To conclude, Dr. McPhetridge mentioned multiple community engagement events at the Half Moon Bay Brewing Company's Brews and Views event and Cunha Intermediate School where workforce housing plans were discussed.

4. CONSENT AGENDA

a. Proclamation Endorsing November 2023 as National Native American Heritage Month
b. Approval of Field Trip for Half Moon Bay High Cross-Country Team to Mt. SAC (San Antonio College) Invitational in Walnut, California, October 19- 22, 2023
c. Adoption of Sexual Education Curriculum for 2023-24 School Year: Planned Parenthood
d. Approval of Certificated Personnel Report
e. Approval of Classified Personnel Report
f. Approval of Variable Term Waiver for Basic Skills Requirement
g. Approval of Donations to Cabrillo Unified School District
h. Approval of Warrant Register Report Processed
i. Approval of Purchase of Kitchen Equipment to Support Central Kitchen Development
j. Approval of Measure I Parcel Tax Annual Report
k. Approval of Quarterly Report on Williams Uniform Complaints (Education Code §35186)
l. Approval of Regular and Special Governing Board Meetings Minutes

Motion made by Member Hines that the Consent Agenda be approved as presented. Motion seconded by Member Daniel.

ROLLCALL VOTE
Sophia Layne, President – Aye
Vice President Kimberly Hines – Aye
Carmen Daniel, Clerk to the Governing Board – Aye
Lizet Cortes, Member – Aye
Mary Beth Alexander, Member – Absent

PREFERENTIAL VOTE
Catalina Gonzalez-Johnston, Student Board Member – Aye

Motion (98) passed by a 4-0 vote.

5. GENERAL BUSINESS

a. Pilarcitos High School Presentation

Pilarcitos High School Presentation Principal and Coordinator of Student Services and Special Projects James Barnes provided an overview of site-based programs and services at Pilarcitos High School.

b. 2023-24 Enrollment and Staffing Update

Coordinator of Student Services and Special Projects James Barnes presented a second part of the update on the district's staffing and enrollment.

Aisha Baro, CUSD parent, commented on Hatch enrollment and boundaries, workforce housing survey results, and her opposition to the project.

c. Receive FCMAT Report of Findings

FCMAT – Fiscal Crisis & Management Assistance Team Chief Analyst Tami Montero summarized the FCMAT report findings and recommendations.

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/1nLYA_okd9-u62u_TIF6tTWInaik3ox6QiYNl9kD-QtQ/edit?usp=sharing

Motion made by Member Hines to accept the FCMAT Report of Findings as presented. Motion seconded by Member Daniel.

Motion (99) passed by a 4-0 vote, with Student Board Member voting aye.
Mary Beth Alexander, Member – Absent

President Layne requested a motion to recess for 10:00 minutes. Motion made by Member Hines and by Member Daniel.

Motion (100) passed by a 4-0 vote, with Student Board Member voting aye.
Mary Beth Alexander, Member – Absent
President Layne reconvened the meeting at 8:57 p.m.

d. Cabrillo Unified School District Fiscal Stabilization Plan and San Mateo County Office of Education Fiscal Oversight

Deputy Superintendent of Business Services J Jesús Contreras presented the process and method for planning, developing, and implementing a districtwide reduction of expenditures for the current year (2023-24) and two out-years (2024-25 and 2025-26).

e. Cabrillo Unified School District Bond Program Update

Deputy Superintendent of Business Services J Jesús Contreras presented an update of the projects funded with Bond funds, including the modernization of El Granada and Farallone View Elementary Schools and other improvement projects across the district.

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/1nLYA_okd9-u62u_TIF6tTWInaik3ox6QiYNl9kD-QtQ/edit?usp=sharing

Member Hines made a motion to extend the 10:00 p.m. curfew to no later than 10:15 p.m. Motion seconded by Member Cortes.

Motion (101) passed by a 4-0 vote.
Mary Beth Alexander, Member – Absent
Catalina Gonzalez-Johnston, Student Board Member – Absent

f. Approval of the Cabrillo Unified School District's Initial Proposals for Reopener Negotiations (2022-23) with the Cabrillo Unified Teachers Association

Motion made by Member Cortes that the Cabrillo Unified School District's Initial Proposals for Reopener Negotiations (2022-23) with the Cabrillo Unified Teachers Association be approved as presented. Motion seconded by Member Daniel.

Motion (102) passed by a 4-0 vote, with Student Board Member voting aye.
Mary Beth Alexander, Member – Absent
Catalina Gonzalez-Johnston, Student Board Member – Absent

8. ADJOURNMENT OF THE MEETING

Member Cortes made a motion to adjourn the October 12, 2023, Board Meeting at 9:32 p.m. Motion seconded by Member Hines.

Motion (103) passed by a 4-0 vote.
Mary Beth Alexander, Member – Absent
Catalina Gonzalez-Johnston, Student Board Member – Absent

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 Date
Clerk to the Governing Board

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: November 9, 2023
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services
Jeffrey Clinton, Manuel F. Cunha Intermediate School Principal
CATEGORY: Presentation
ITEM TITLE: Manuel F. Cunha Intermediate School Presentation

BACKGROUND INFORMATION

Manuel F. Cunha Intermediate School principal Jeffrey Clinton will provide an overview of site-based programs and services 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

November 9, 2023

AGENDA

I. School Overview
II. Data Overview by Subgroup
III. Data
IV. Enrichment Learning Opportunities
V. SPSA Overview
   A. 3 glows
   B. 1 grow
VI. Other

MISSION STATEMENT

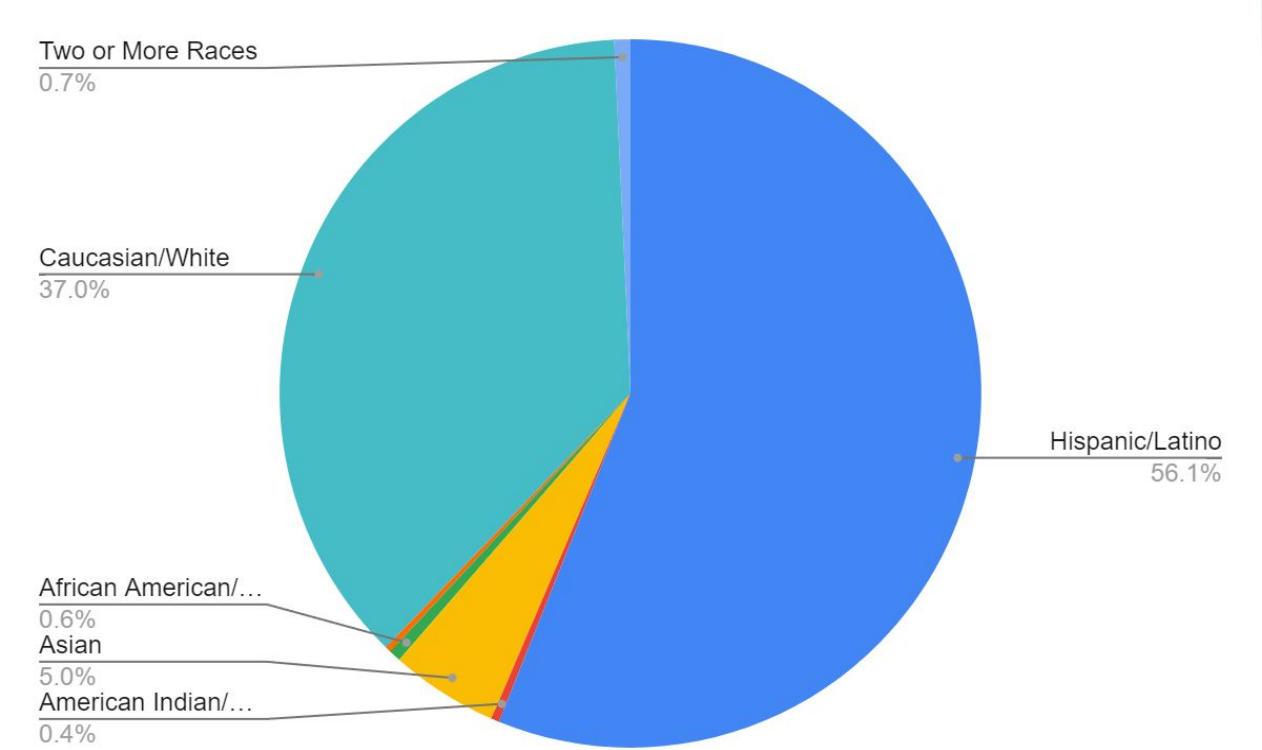
Cunha Intermediate School provides a safe, nurturing environment where all students, parents/guardians, and staff strive to meet high academic standards and promote lifelong learning. Cunha Intermediate School is committed to a student-centered learning environment where each and every student is encouraged 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	31
Classified Staff	20
Total	54

STUDENTS						
Grade	Total	Free or Reduced Lunch	Special Education	English Learners	Migrant	Homeless
6th	163	NA	28	44	7	NA
7th	194	NA	31	27	9	NA
8th	188	NA	32	29	5	NA
Total	545	236	91	100	21	0
Percent		43.30%	16.69%	18.34%	3.85%	0%

Student Ethnicities



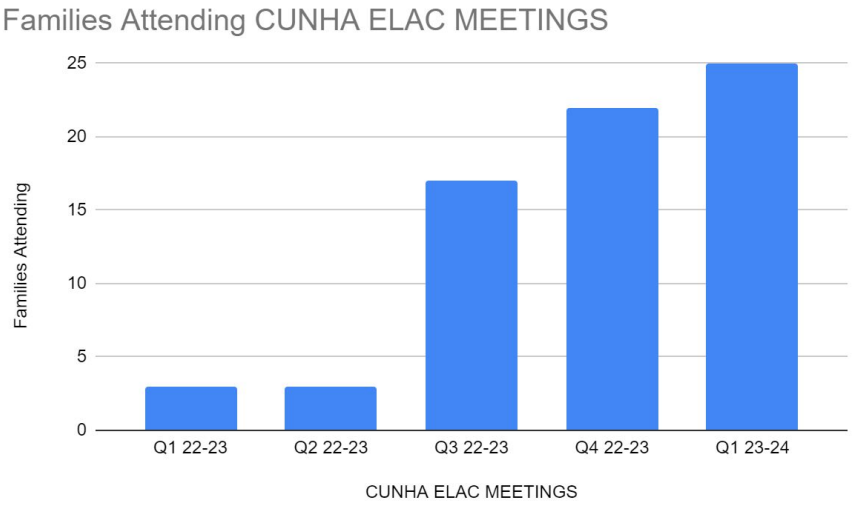
2023-2024 Initiatives

1. Building a positive school culture

2. Using data to improve student performance

Building a Positive School Culture





- Monitoring of unstructured time
- Increased communication with the school community
- Weekly videos in English/Spanish

Building a Positive School Culture



- Creating positive experiences for ***all*** students (WEB mentors, 6th grade orientation, community circles)

Building a Positive School Culture

- Building positive relationships with students, staff, and community partners







Building a Positive School Culture

Reclassification percentage from 2020-21 to 2022-23

2020-21: 10.3%
2021-22: 23.0%
2022-23: 45.5%



2023 Reclassification Ceremony

30 Students were Reclassified!

Building a Positive School Culture

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
- Student Activities during lunch
- School dances
- Staff visible and available during unstructured times

BE RESPECTFUL
BE RESPONSIBLE
BE POSITIVE
BE SAFE

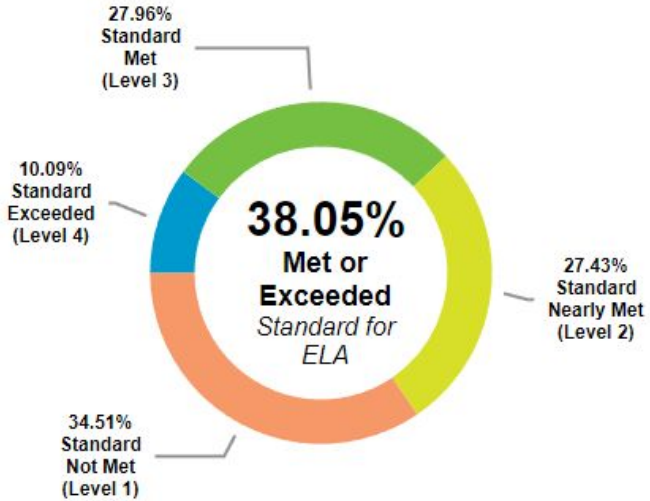


Using Data to Improve Student Performance

CAASPP Overall Test Scores 2022-23

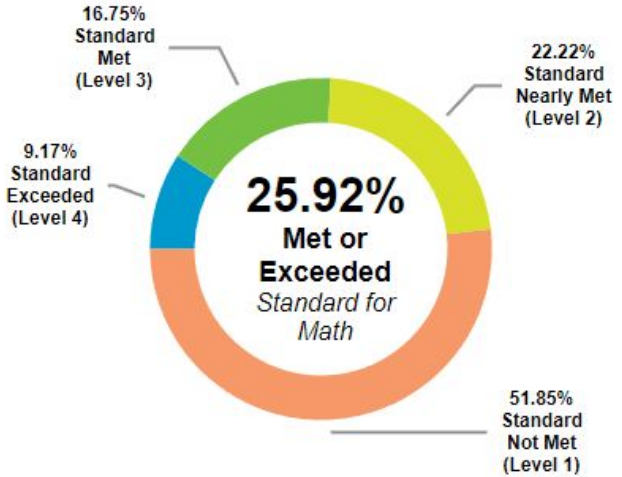
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



Using Data to Improve Student Performance

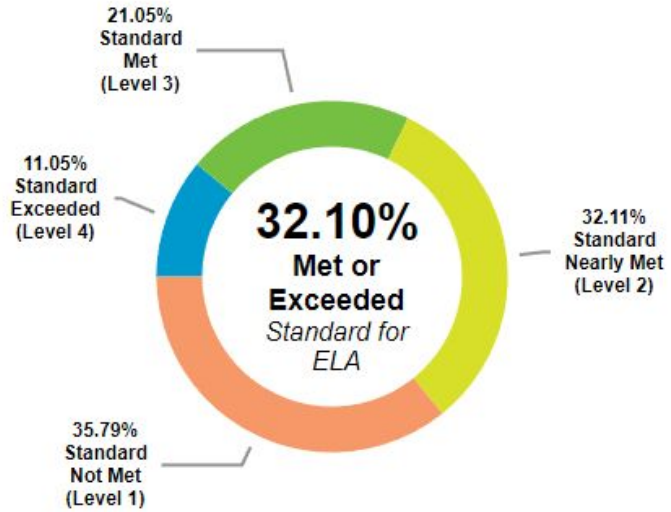
ELA OVERALL	Grade 6		Grade 7		Grade 8		All Grades	
Criteria/School Year	**2021-22**	**2022-23**	**2021-22**	**2022-23**	**2021-22**	**2022-23**	**2021-22**	**2022-23**
Enrolled	193	192	203	180	238	200	634	572
Tested	187	190	190	178	219	197	596	565
Standard Exceeded	11.76 %	11.05 %	33.68 %	11.8 %	11.42 %	7.61 %	11.91 %	10.09 %
Standard Met	27.27 %	21.05 %	30.53 %	28.65 %	29.22 %	34.01 %	30.03 %	27.96 %
MET OR EXCEEDED	39.03 %	32.1 %	64.21 %	40.45 %	40.64 %	41.62 %	41.94 %	38.05 %
Standard Nearly Met	26.74 %	32.11 %	23.16 %	16.85 %	24.66 %	32.49 %	27.18 %	27.43 %
Standard Not Met	34.22 %	35.79 %	23.16 %	42.7 %	34.7 %	25.89 %	30.87 %	34.51 %
MATH OVERALL	Grade 6		Grade 7		Grade 8		All Grades	
Criteria/School Year	**2021-22**	**2022-23**	**2021-22**	**2022-23**	**2021-22**	**2022-23**	**2021-22**	**2022-23**
Enrolled	193	192	203	180	238	200	634	572
Tested	187	190	190	178	218	197	595	565
Standard Exceeded	9.63 %	11.05 %	8.95 %	10.61 %	5.05 %	6.06 %	7.73 %	9.17 %
Standard Met	15.51 %	16.32 %	20.00 %	20.67 %	13.76 %	13.64 %	16.30 %	16.75 %
MET OR EXCEEDED	25.14 %	27.37 %	28.95 %	31.28 %	18.81 %	19.7 %	41.94 %	38.05 %
Standard Nearly Met	28.34 %	27.89 %	26.84 %	18.44 %	25.69 %	20.20 %	26.89 %	22.22 %
Standard Not Met	46.52 %	44.74 %	44.21 %	50.28 %	55.50 %	60.10 %	49.08 %	51.85 %

Using Data to Improve Student Performance

Grade 6 CAASPP Scores

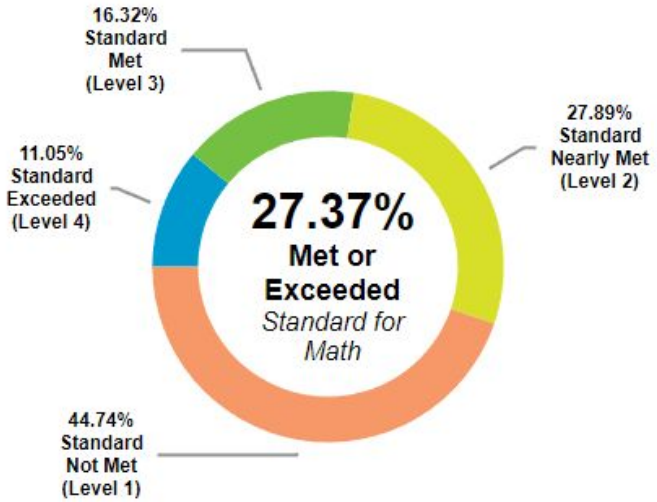
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level

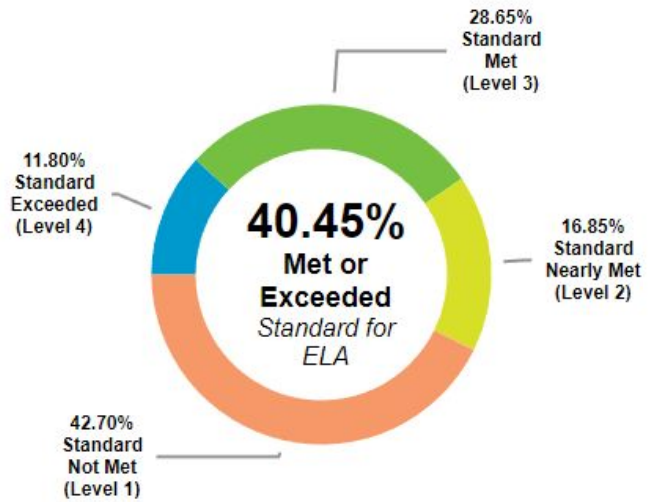


Using Data to Improve Student Performance

Grade 7 CAASPP Scores

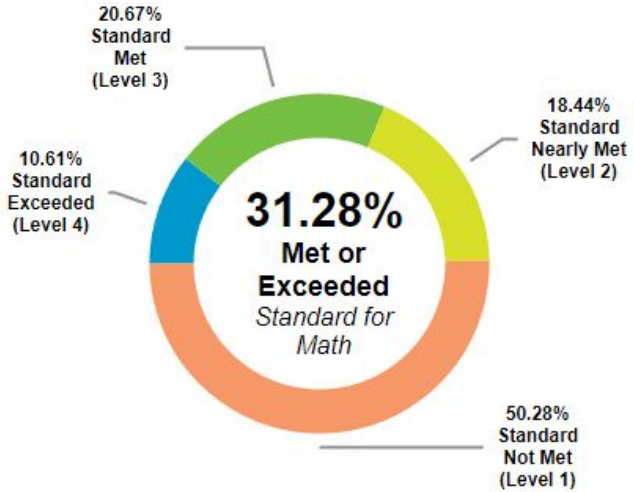
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level

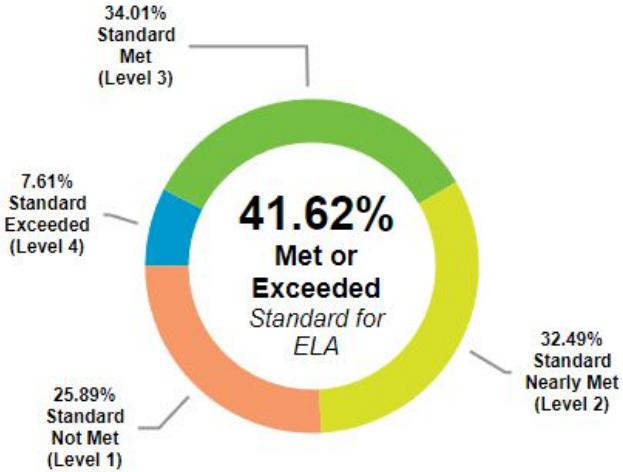


Using Data to Improve Student Performance

Grade 8 CAASPP Scores

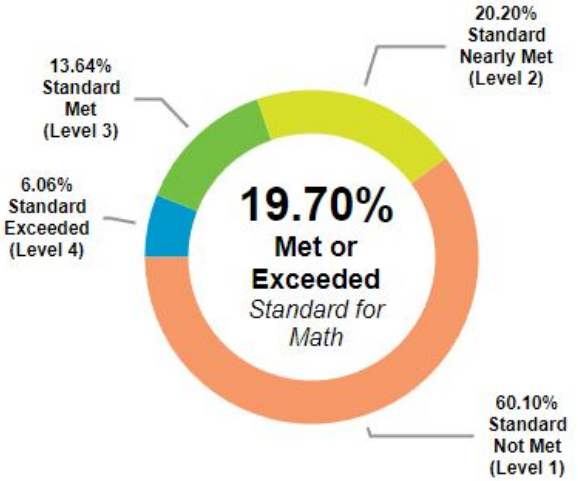
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level

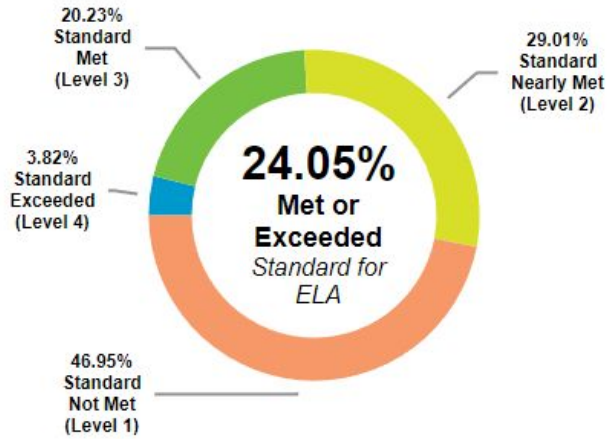


Using Data to Improve Student Performance

CAASPP Scores for Socioeconomically Disadvantaged Students

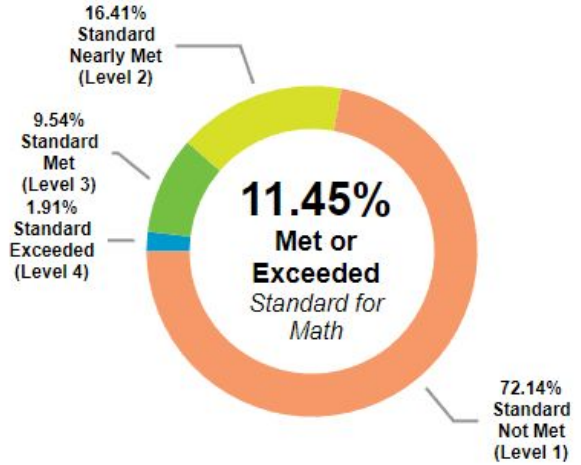
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level

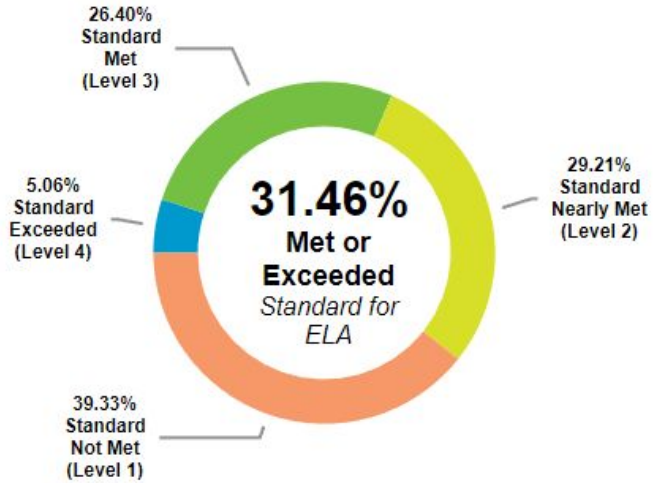


Using Data to Improve Student Performance

CAASPP Scores for Reclassified Students

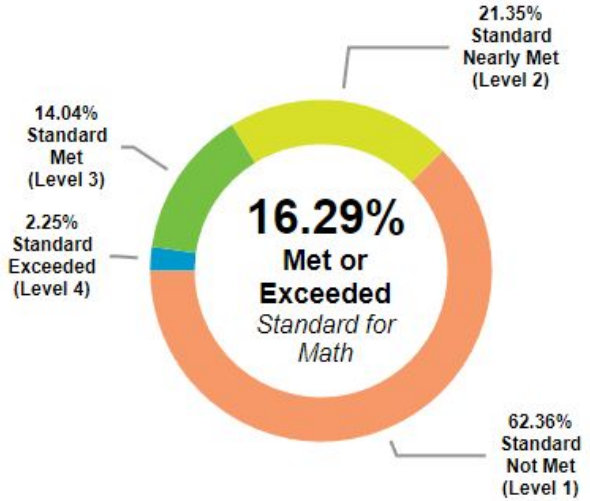
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level

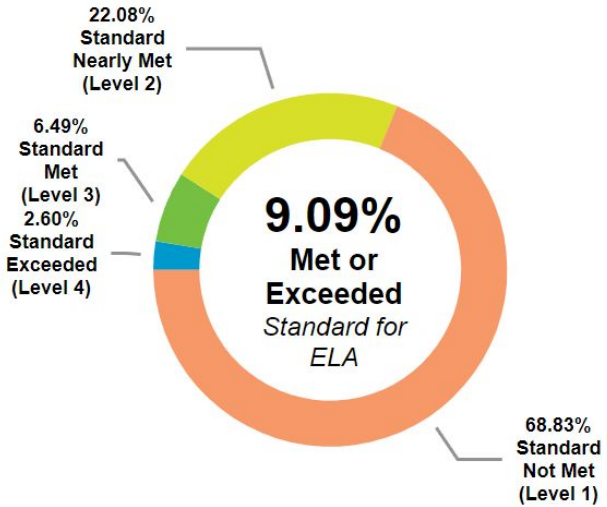


Using Data to Improve Student Performance

CAASPP Scores for Students with Disabilities

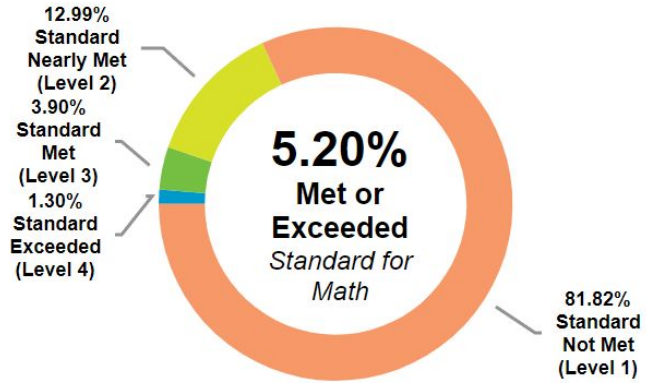
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



Using Data to Improve Student Performance



- After school tutoring in the Cunha Library
- Quarterly benchmark testing in ELA and Math
- Making teachers aware of student academic data
- Comparing student data from 2021-22 to 2022-23
- Providing interventions using grade level team meetings
- Counselor program explaining high school/college expectations

Using Data to Improve Student Performance

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 & 7 Visual Arts 6 & 7 AG Science 6, 7, & 8 STEAM 6, 7, & 8 College & Career 8 Leadership 8 WEB 8



Music Electives

Beginning Instruments
Symphonic Ensemble
Music Appreciation 6 & 7 (Intro to Guitar)







Visual Arts Electives



Visual Arts 6 & 7





Drama

Drama 6 & 7







STEAM Elective

Science - Technology - Engineering - Art - Math



STEAM 6, 7, & 8

***Grants from the Ciotti Family**





Agricultural Sciences Elective

<u>AG Science 6,7, & 8</u>
Planting Beds
Hydroponic Growing Beds
Composting
Recycling
Chicken Coop
Green House







SPSA Overview - Glow 1

Multi-Tiered Systems of Support - PBIS, SEL, Restorative Justice, and Bullying Prevention (Goal 4)

- From 2021-22 to 2022-23, our incidents of bullying saw a **43% reduction**. For the 2023-24 school year, we are expecting a drop of an additional 15% in this metric.

- The addition of a Dean of Restorative Practices, a fully staffed campus supervisor team, and an updated PBIS has dramatically improved the incidents of physical interactions on campus. From 2021-22 to 2022-23, **referrals dropped by 59%**. The goal and expectation ahead is to decrease this metric by an additional 15%.

SPSA Overview - Glow 2

Increase support for at-promise students by increasing parent communication and engagement (Goal 3)

- Weekly communication in both English and Spanish - School Messenger and Weekly Videos

- Increased attendance at ELAC meetings

  2022-23 Quarter 1: 3 families in attendance

  2022-23 Quarter 2: 3 families in attendance

  2022-23 Quarter 3: 17 Families in attendance

  2022-23 Quarter 4: 22 families in attendance

  2023-24 Quarter 5: 25 Families in attendance

SPSA Overview - Glow 3

Literacy and Core Improvement (ELA and Math) for Socioeconomically Disadvantaged (SED) Students, Reclassification for English Learner (EL) Students

- Adoption of a new Math curriculum & Adjustments to the ELA curriculum

- Reclassification percentage from 2020-21 to 2020-23

2020-21: 10.3%

2021-22: 23.0%

2022-23: 45.5%

SPSA Overview

GROWS:

Currently, Cunha is in Additional Targeted Support & Improvement (ATSI) due to very high Chronic Absenteeism for all students at 22.4%. The data indicates that Chronic Absenteeism is very high for Students with Disabilities (41%), Socioeconomically Disadvantaged Students (24%), and English Learners (27%).

The specific actions taken during the 2022-23 school year	
10 Home visits were conducted	173 Truancy L1 letters
67 In-person or via parent conferences	82 Truancy L2 letters
456 Excessive Excused L1 letter	29 Truancy L3 letters
284 Excessive Excused L2 letters	

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: November 9, 2023
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
CATEGORY: Presentation
ITEM TITLE: Update on the California Assessment of Student Performance and Progress (CAASPP) 2022-23 Data Results

BACKGROUND INFORMATION

Annually, the California Department of Education provides data results on the California Assessment of Student Performance and Progress (CAASPP) through the California School Dashboard that goes beyond test scores alone and gives a complete picture of how school districts are meeting the needs of all students. The Dashboard data is shared in this report to provide the Board of Education, our staff, and the community with meaningful information on individual school and district progress so we continue to make informed decisions about how to improve student learning for all. The California School Dashboard will be released with 2022-23 data by December 2023. Currently, these goals and improvement measures are anchored in our Local Control and Accountability Plan (LCAP), Single Plans for Student Achievement (SPSAs), and our professional learning activities that have been planned throughout the year.

The Dashboard reflects data in several priority areas, including academic performance, English learner progress, chronic absenteeism, graduation rates, suspension rates, and college and career readiness, all of which can be analyzed through the filters of district, school, and student group performance. The Dashboard also includes local measures (such as basic services and conditions, family engagement, access to a broad course of study, and school climate) that reflect data provided by districts.

The purpose of this report to the Governing Board is to highlight the most recent California Assessment of Student Performance and Progress (CAASPP) data reflecting subgroup performance during the Spring 2022 assessment administration window. The proposed systems, using the Continuous Improvement framework, will illustrate how the District is positioned to change the trajectory for our students through strategic planning and an informed and consistent data inquiry cycle at the site and district level. Using our data, we can pinpoint specific areas for improvement and make needed adjustments to our LCAP, site plans, and professional learning focus to support the implementation of promising practices for all.

As part of the release of the California Data Dashboard, the CDE identified school districts that are eligible for differentiated assistance. Districts qualify for this targeted assistance when at least one student group lands in the red - or lowest category - for two different priority areas. Cabrillo Unified will likely continue to qualify for differentiated assistance this year in the areas of Academic (ELA and Math) and Suspension for three key student subgroups: English Language Learners, Hispanic/Latino/Latinx, and Socioeconomically Disadvantaged. This identification will provide the opportunity for the District to partner with SMCOE on building strategic initiatives to address our student performance and build stronger systems of support for all.

Through the ongoing work of the District's Multi-Tiered Systems of Support, this report will share key highlights of the work for 2022-23 and our guiding principles as we plan for our work to improve student achievement moving forward. The District will work collaboratively across departments to ensure that the instructional work is aligned with goals and appropriate resources can be identified and allocated as needed. The report will spotlight the data, its effects, and the District's imperative to align systems of support for all students and build stronger foundational

instruction through Inclusive Early Childhood Education expansion, Restorative Practices, implementation of CUSD's English Language Development Master Plan, improved literacy instruction through early identification of students with reading difficulties for targeted intervention, full-day kindergarten and transitional kindergarten programs, designated professional learning, and work to expand our understanding of equity in building welcoming environments where all students will thrive.

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!

CAASPP and ELPAC Summative Spring 2023 Students Scores Data Presentation

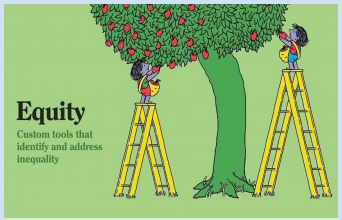
Presented by Dr. Leticia Bhatia

Governing Board Meeting | November 9, 2023

AGENDA

- CUSD on Track to Meet Goals of the 2023-24 Strategic Plan
- Key Performance Indicators
- Overview of the Spring 2023 Student Results on the:
  - English Language Proficiency Assessment of California (ELPAC) Summative
  - Smarter Balanced Summative Assessments in ELA and Math (CAASPP ELA & Math)
  - California Science Assessment (CAST)
- Actions and Services Supporting Achievement Gaps

UNDER THE MTSS UMBRELLA



FOCUS ON EQUITY

ACADEMIC IMPROVEMENT





SUSTAINABILITY

WHOLE CHILD



CUSD GOALS VISUAL

KEY PERFORMANCE INDICATORS (KPIs)

✅On Track to Reach Goals

10. 12th Grade Graduate Student Readiness | A-G Requirements and Graduation Rates (Data Source: SIS System)

9. 11th Grade Academic Readiness | ELA/Math CAASPP Assessments & Physical Education Data (Data Source: CAASPP & SI System) ✅

8. 10th Grade Student Engagement | Expulsion Data , Suspension Data & Attendance Data (Data Source: SIS System & CA Dashboard)

7. 9th Grade Algebra Readiness | Algebra Course Enrollment & Student Grades (Mathematics Data) (Data Source: SIS System)

✅ 6. 7th Grade English Language Readiness | English Language Arts, English Language Proficiency Assessment for California (ELPAC), & Reclassification Rate (RFEP) (Data Source: SBAC, ELPAC & SIS)

✅ 5. 6th Grade Mathematics Readiness | CAASPP SBAC Math Assessment (Data Source: CAASPP & CA Dashboard)

4. 5th Science Readiness | CAASPP CA Science Test (Data Source: CAASPP & CA Dashboard)

✅ 3. 4th Grade Mathematics Readiness | CAASPP Mathematics Scores (Data Source: CAASPP & CA Dashboard)

✅ 2. 3rd Grade English Language Readiness | English Language Arts, English Language Proficiency Assessment for California (ELPAC), Dibels 8, & Reclassification Rate (RFEP) (Data Source: SBAC, ELPAC & SIS)

1. Transitional Kinder & Kindergarten Readiness | Brigance Early Literacy Screener Assessment (Data Source: Brigance and Dibels 8)

FOCUS ON EQUITY

ACADEMIC IMPROVEMENT

SUSTAINABILITY

WHOLE CHILD

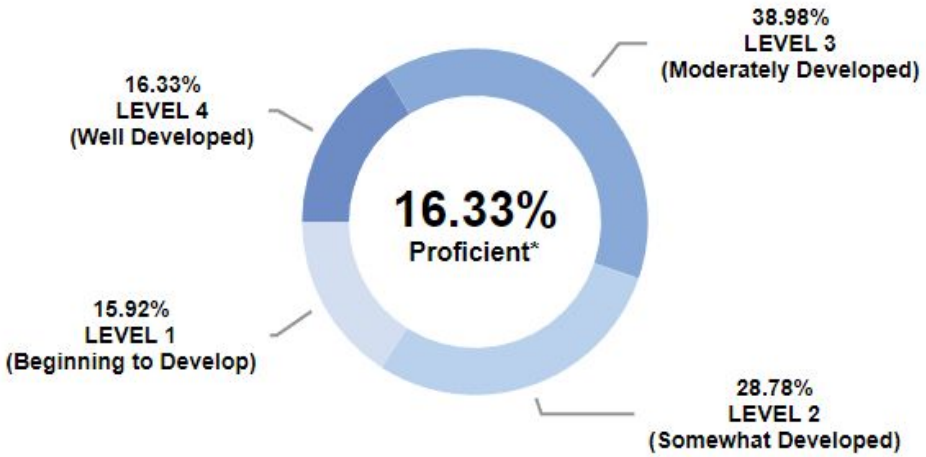
English Language Proficiency Assessment for California (ELPAC)



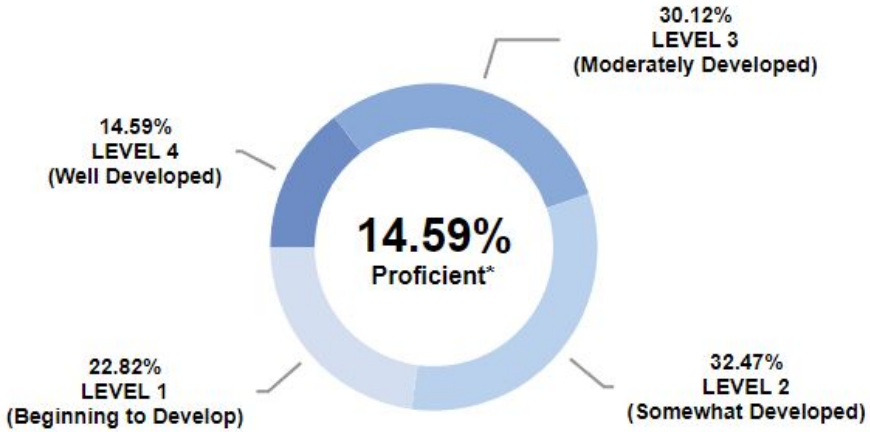
English Proficiency for Summative ELPAC Performance Level Comparison

EL Student scores declined by 1.74%

Spring 2022



Spring 2023



Spring 2023 Summative ELPAC Test Results
What the Data Show Us?

Performance Level	4		5		6		7		8	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Level 4	14.71%	16.28%	29.27%	13.04%	25.00%	27.59%	33.33%	42.86%	22.73%	40.00%
Level 3	45.59%	44.19%	36.59%	43.48%	40.91%	31.03%	41.03%	14.29%	40.91%	20.00%
Level 2	32.35%	23.26%	19.51%	39.13%	20.45%	24.14%	15.38%	32.14%	27.27%	12.00%
Level 1	7.35%	16.28%	14.63%	4.35%	13.64%	17.24%	10.26%	10.71%	9.09%	28.00%

- More EL students reached **Reclassification to English Fluent Proficient** in 4th Grade and all Middle School Grade Levels
- Meeting **KPI's 6**. 7th Grade English Language Readiness

CAASPP for English Language Arts, Mathematics & Science CUSD Overall Student Results

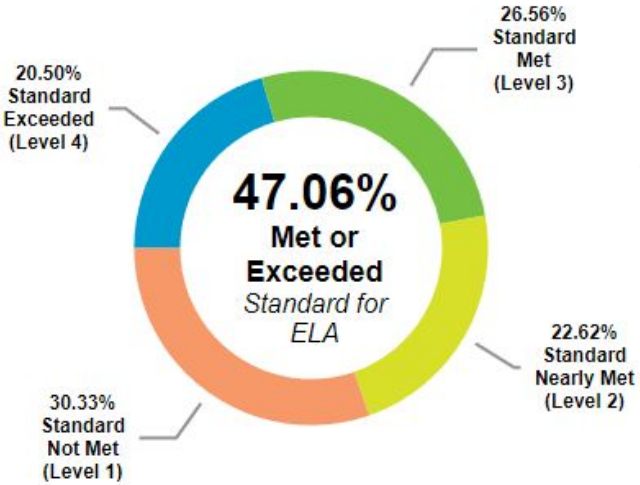


English Language Arts (ELA)

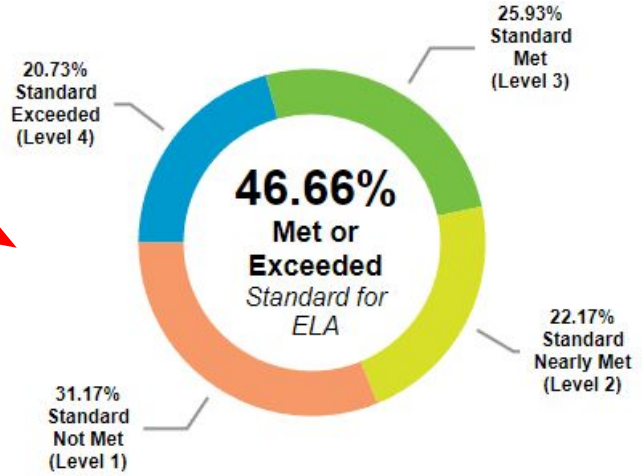
Test Results at a Glance

Overall Performance Level Comparison

Spring 2022

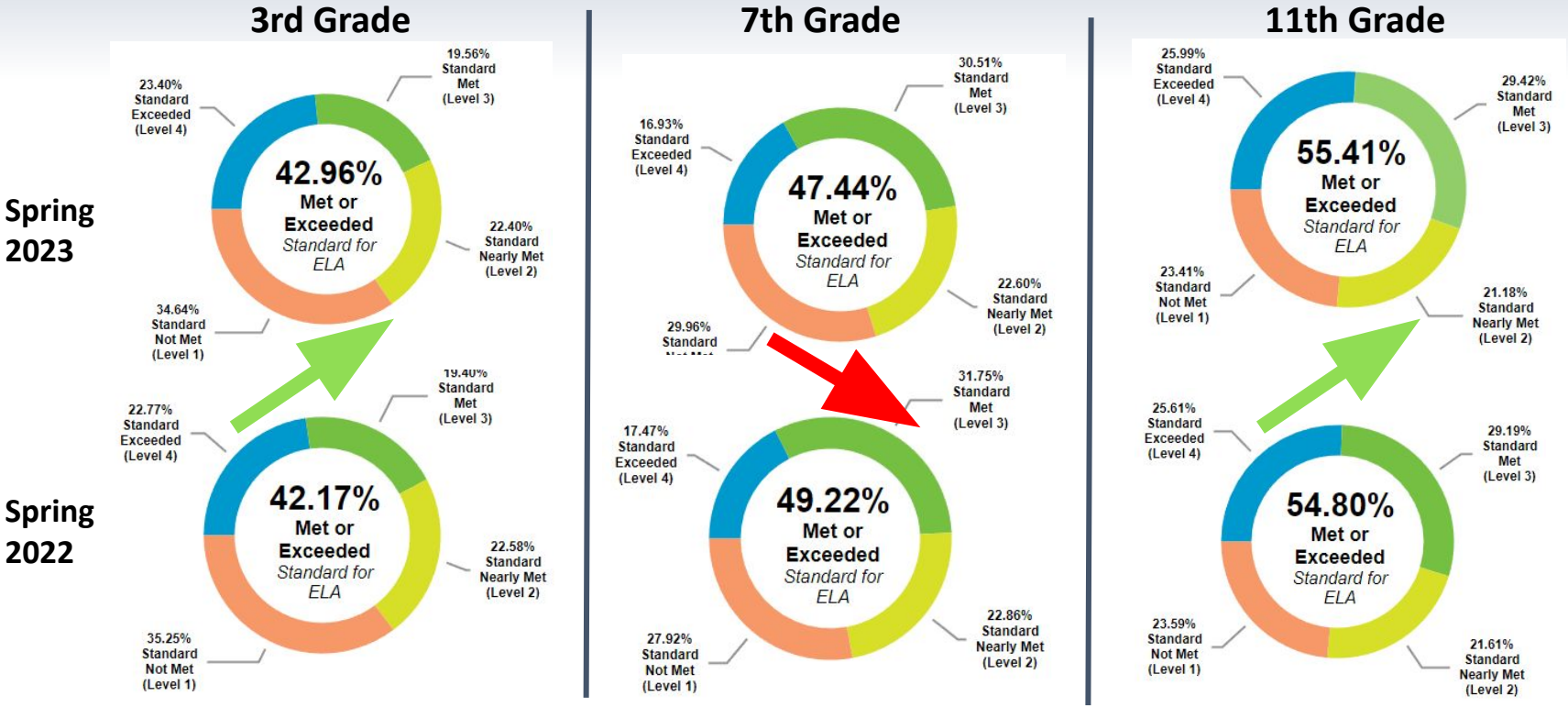


Spring 2023



Overall, CAASPP Performance in ELA at CUSD remained approximately at the same level with a slight decrease of .4%.

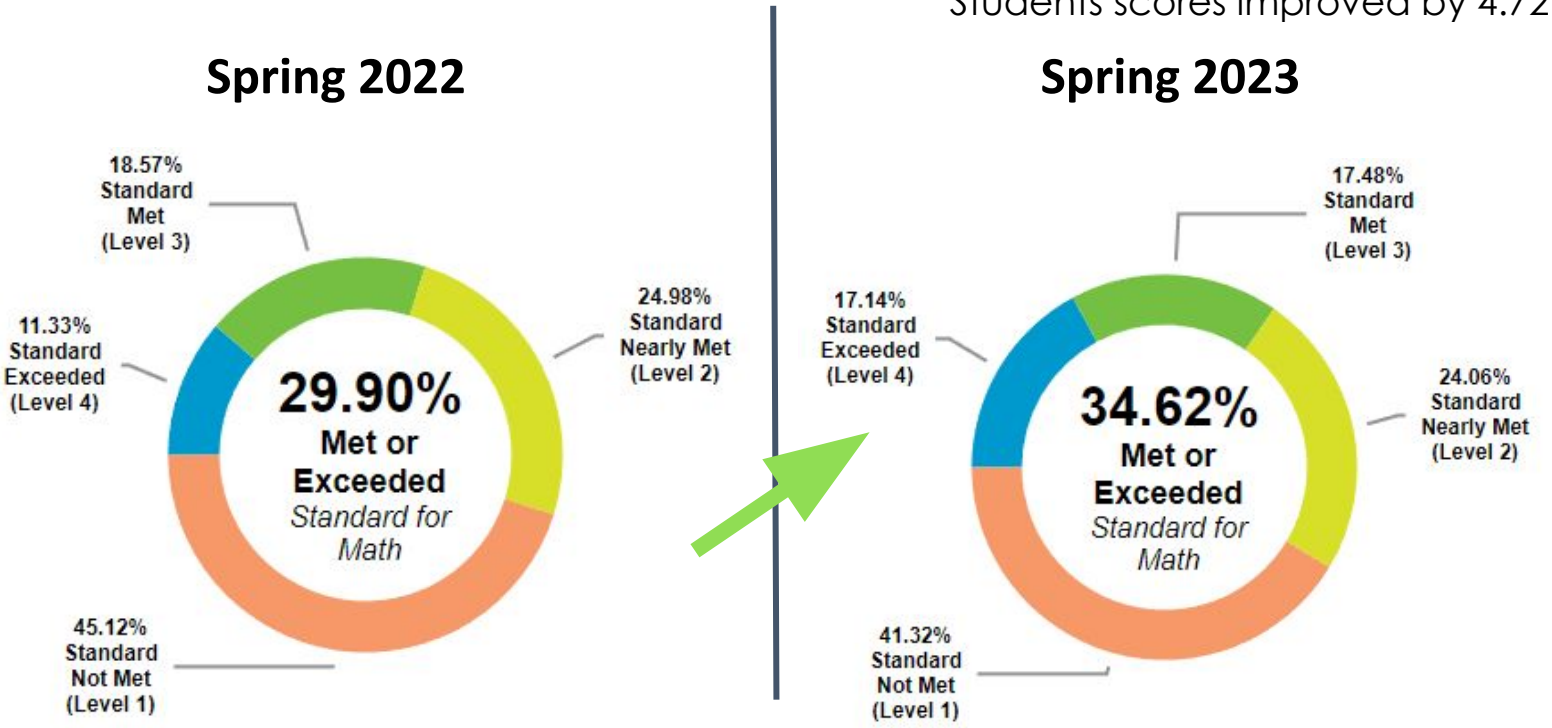
English Language Arts (ELA) Test Results for 3rd, 7th and 11th grade Performance Level Comparison



3th grade (0.79%⬆️) and 11th grade (0.61%⬆️) at Met or Exceeded proficiency level of CAASPP have increased performance. Due to this growth, KPIs are on target in the area of ELA Readiness. There was a slight 1.45% decrease in 7th grade.

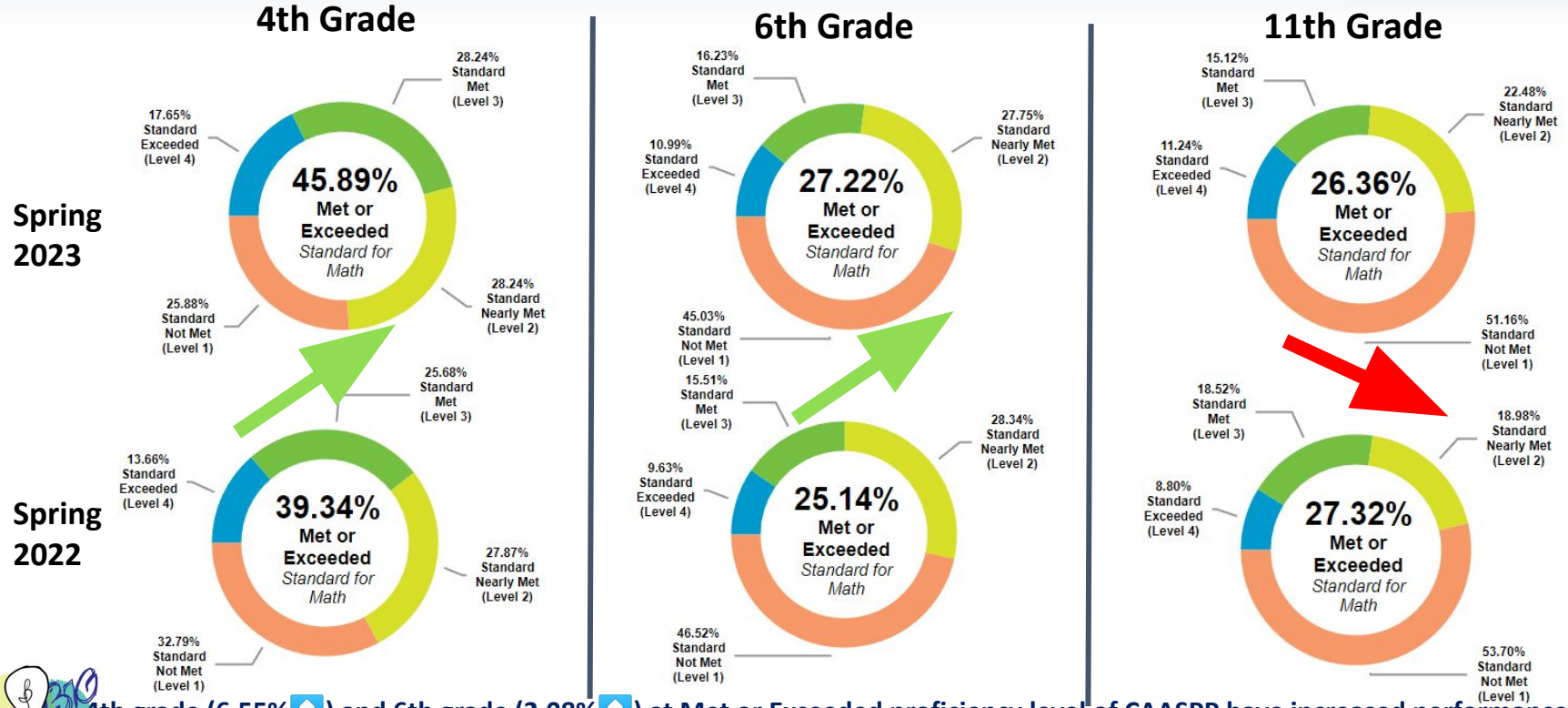
Mathematics Test Results at a Glance
Performance Level Comparison

Students scores improved by 4.72%



Overall, CAASPP Performance in Mathematics increased significantly (4.72%⬆️).

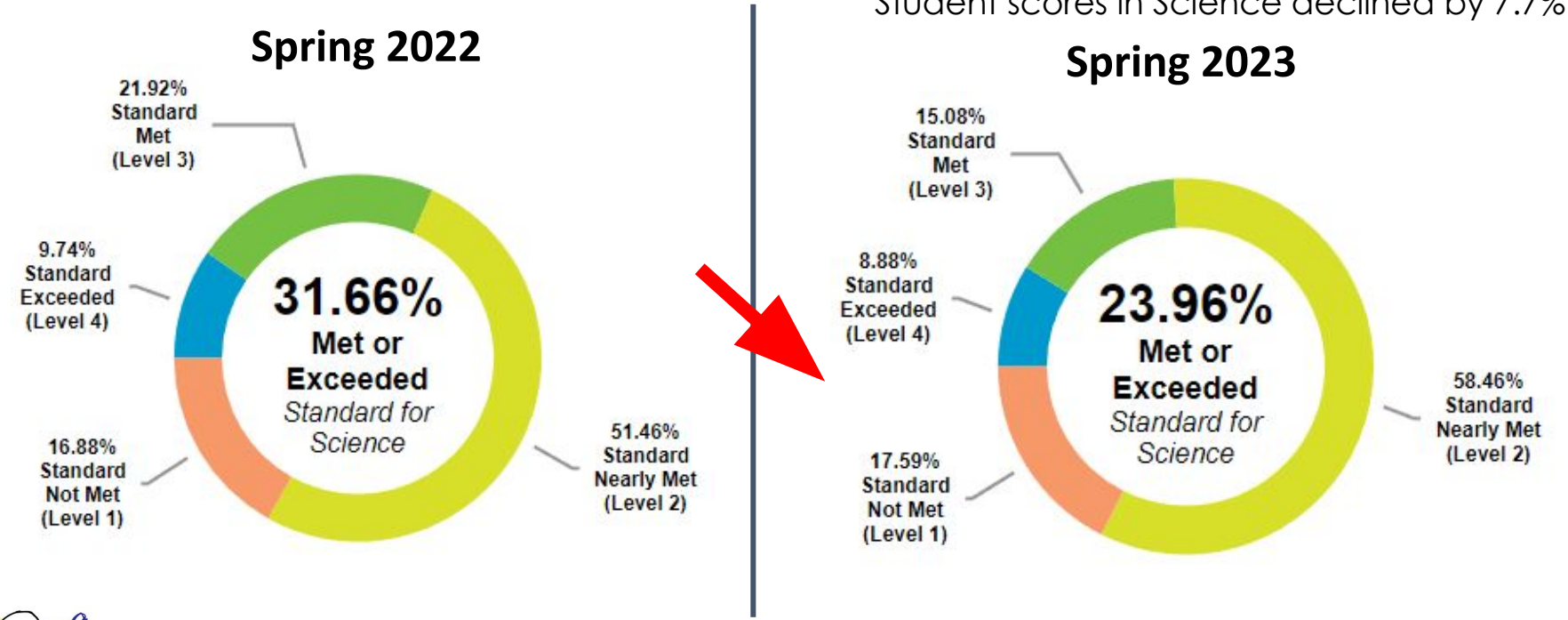
Math Test Results for 4th, 6th and 11th grade Performance Level Comparison



4th grade (6.55%⬆️) and 6th grade (2.08%⬆️) at Met or Exceeded proficiency level of CAASPP have increased performance. Due to this growth, KPIs are on target in the area of Mathematics Readiness. There was a slight 1% decrease in 11th grade.

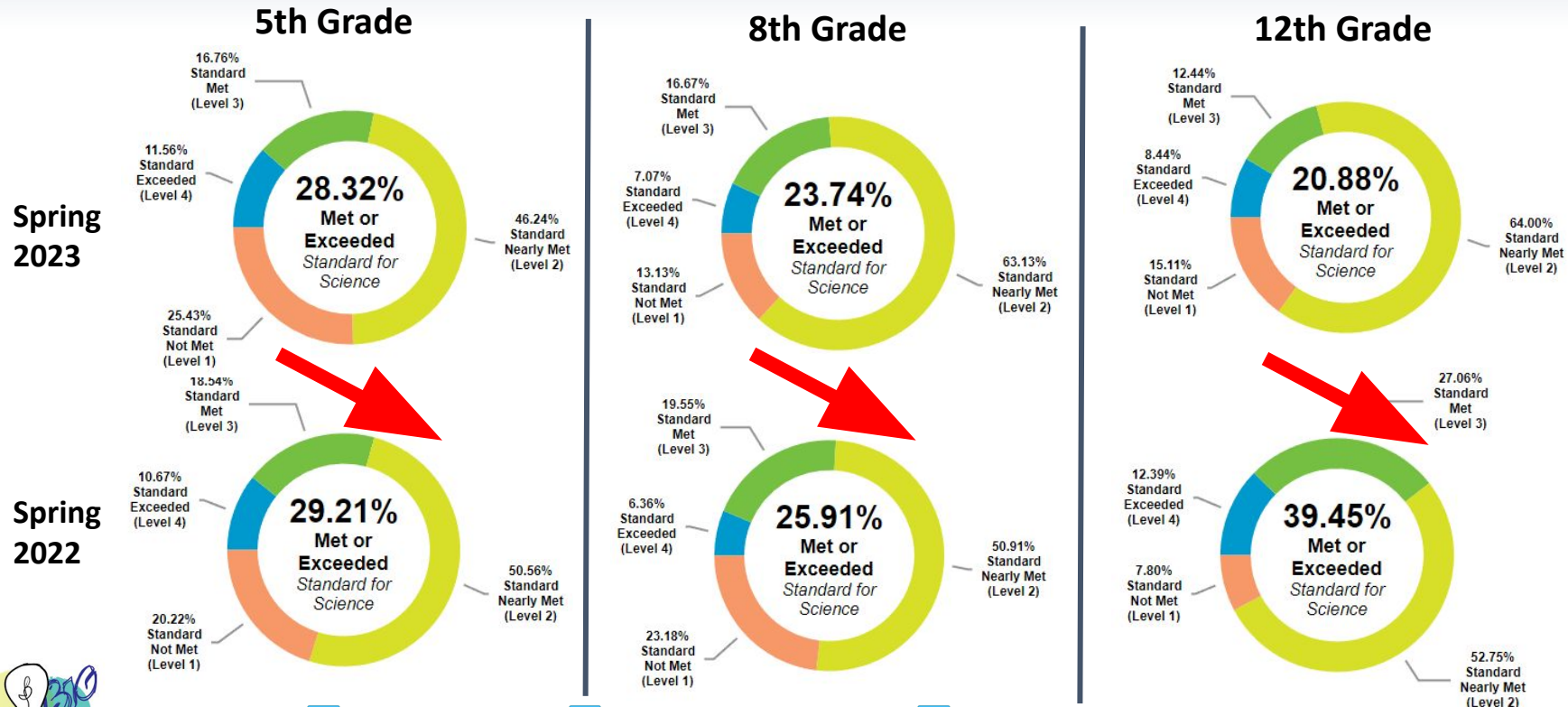
Science Test Results at a Glance
Performance Level Comparison

Student scores in Science declined by 7.7%



Overall, CAASPP Performance in Science decreased (7.7%⬇️).

Science Test Results for 5th, 8th and 12th grade Performance Level Comparison



5th grade (0.89%⬇️), 8th grade (2.17%⬇️), and 11th grade (18.57%⬇️) Met or Exceeded proficiency level of CAASPP have decreased performance.

Actions and Services
Supporting Academic Gaps

- Targeted instruction for both Integrated and Designated English Language Development (ELD)
- Increased interventions for English Language Learners
- Targeted family engagement on college and career readiness (ex: A-G courses, Algebra 1, and AP courses)
- Expanded Learning Services | Summer School & After School

Next Steps

- Prioritize areas of GROWTH within specific levels
    - ELA/ELD/MATH/Science Academic and Social Interventions
- Focus on English Learner Programs, Socio-Economically Disadvantaged, and Hispanic/Latino/Latinx
- Special Education
- Continue to engage in Improvement Science Plan-Do-Study-Act Cycles on Inquiry at a site and district level
- Continue to engage in data conversations using local data and benchmarks

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: November 9, 2023
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Director of Personnel and Pupil Services
CATEGORY: Presentation
ITEM TITLE: 2023-24 Organization Charts and Funding Source Presentation

BACKGROUND INFORMATION

Bianca Forrester, M.A.Ed., Director of Personnel and Pupil Services, will present the district's Organization Charts and the Funding source for positions.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

This item is presented for information only.

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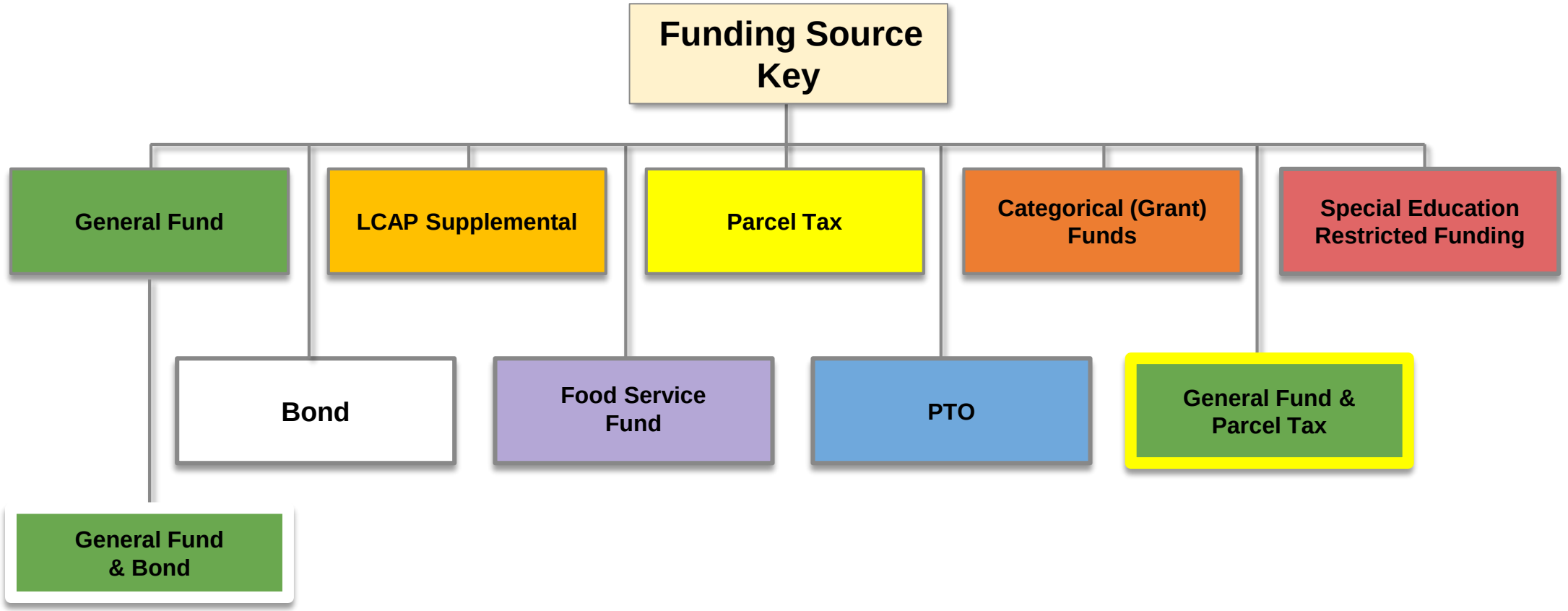
CUSD Organizational Charts & Funding Source Update

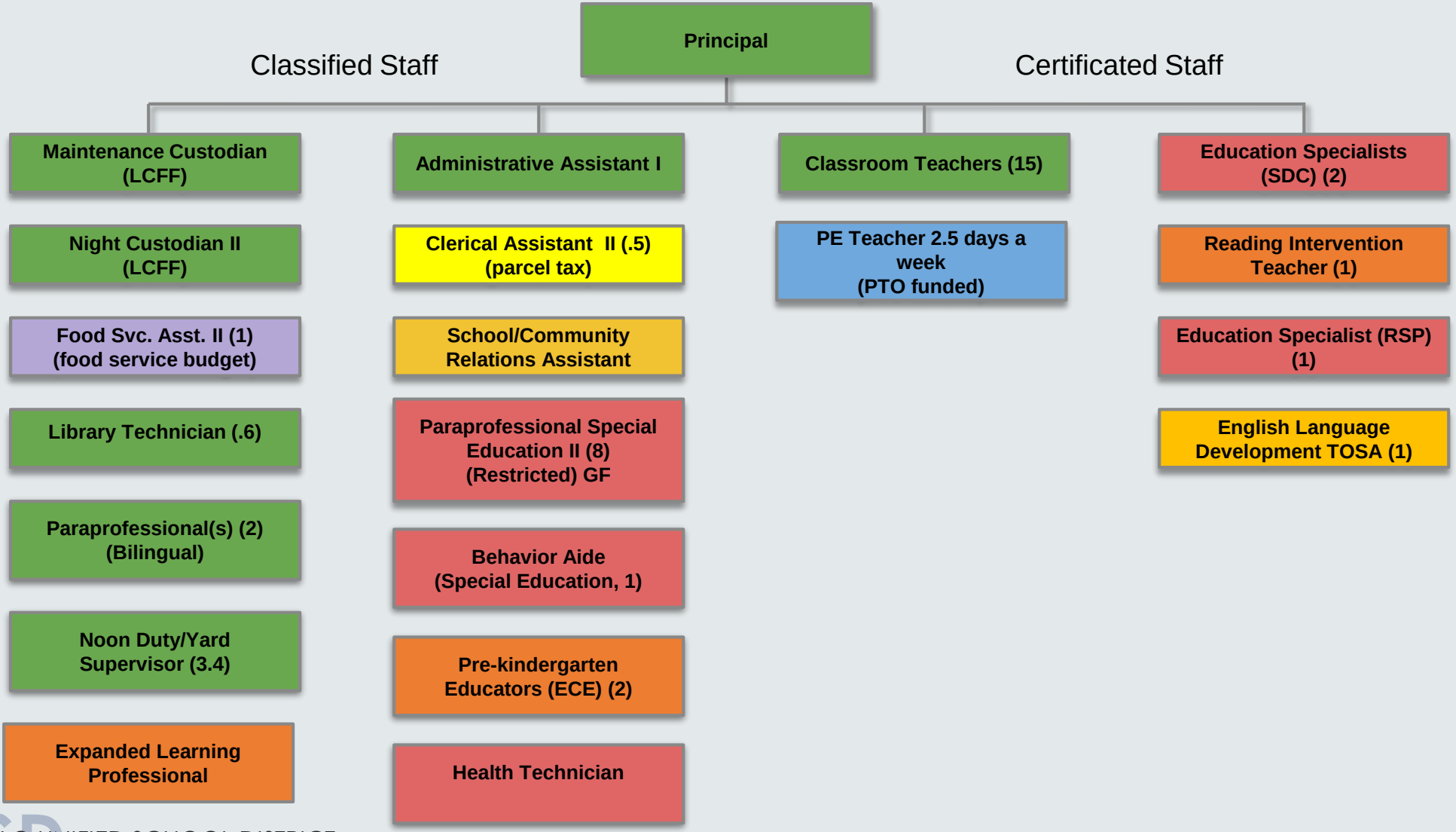
Bianca Forrester

Director of Personnel and Pupil Services

November 9, 2023

CUSD Organizational Charts Key

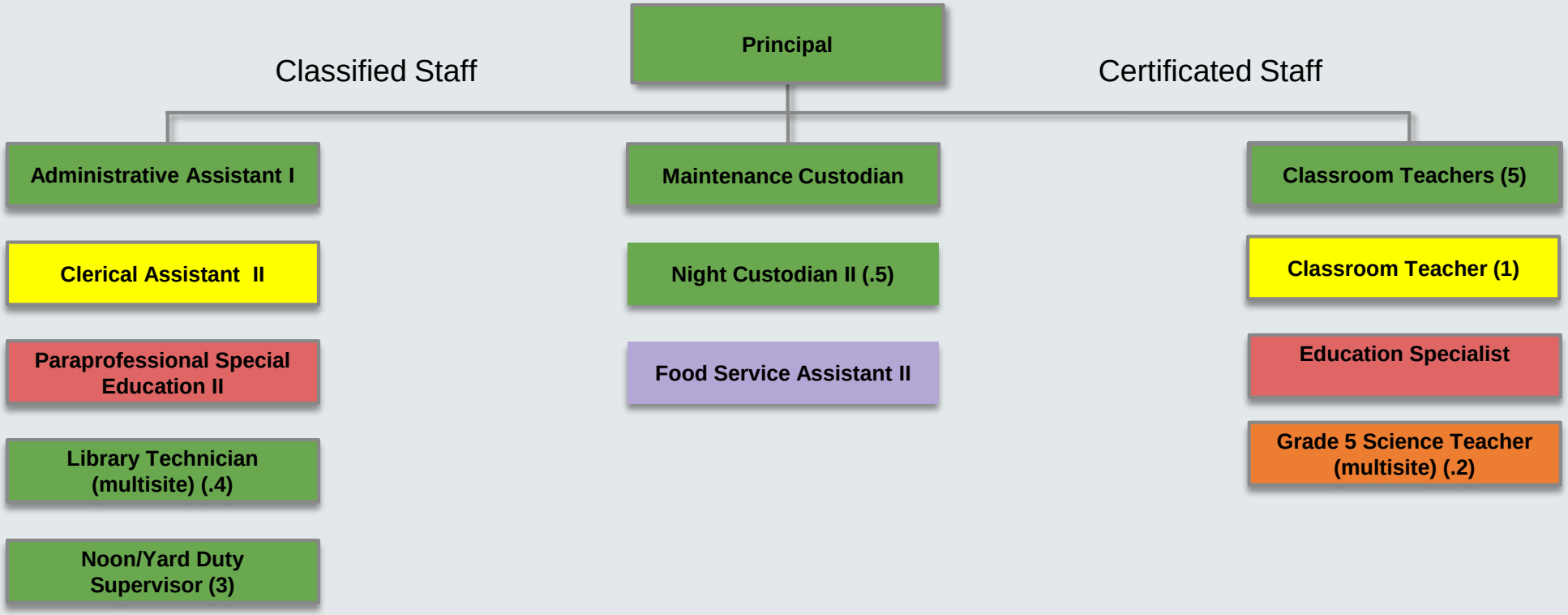



Principal
Classified Staff
Certificated Staff
Maintenance Custodian (LCFF)
Night Custodian II (LCFF)
Food Svc. Asst. II (1) (food service budget)
Library Technician (.6)
Paraprofessional(s) (2) (Bilingual)
Noon Duty/Yard Supervisor (3.4)
Expanded Learning Professional
Administrative Assistant I
Clerical Assistant II (.5) (parcel tax)
School/Community Relations Assistant
Paraprofessional Special Education II (8) (Restricted) GF
Behavior Aide (Special Education, 1)
Pre-kindergarten Educators (ECE) (2)
Health Technician
Classroom Teachers (15)
PE Teacher 2.5 days a week (PTO funded)
Education Specialists (SDC) (2)
Reading Intervention Teacher (1)
Education Specialist (RSP) (1)
English Language Development TOSA (1)

El Granada Elementary Funding

- El Granada has a part-time PTO-funded PE teacher 2.5 days a week.
- The Reading Intervention Teacher & ELD TOSA are funded by grants.
- Food service funding is separate from general fund. The general fund contributes to food service.
- Special Education funds are restricted. The general fund contributes to Special Education across the district.

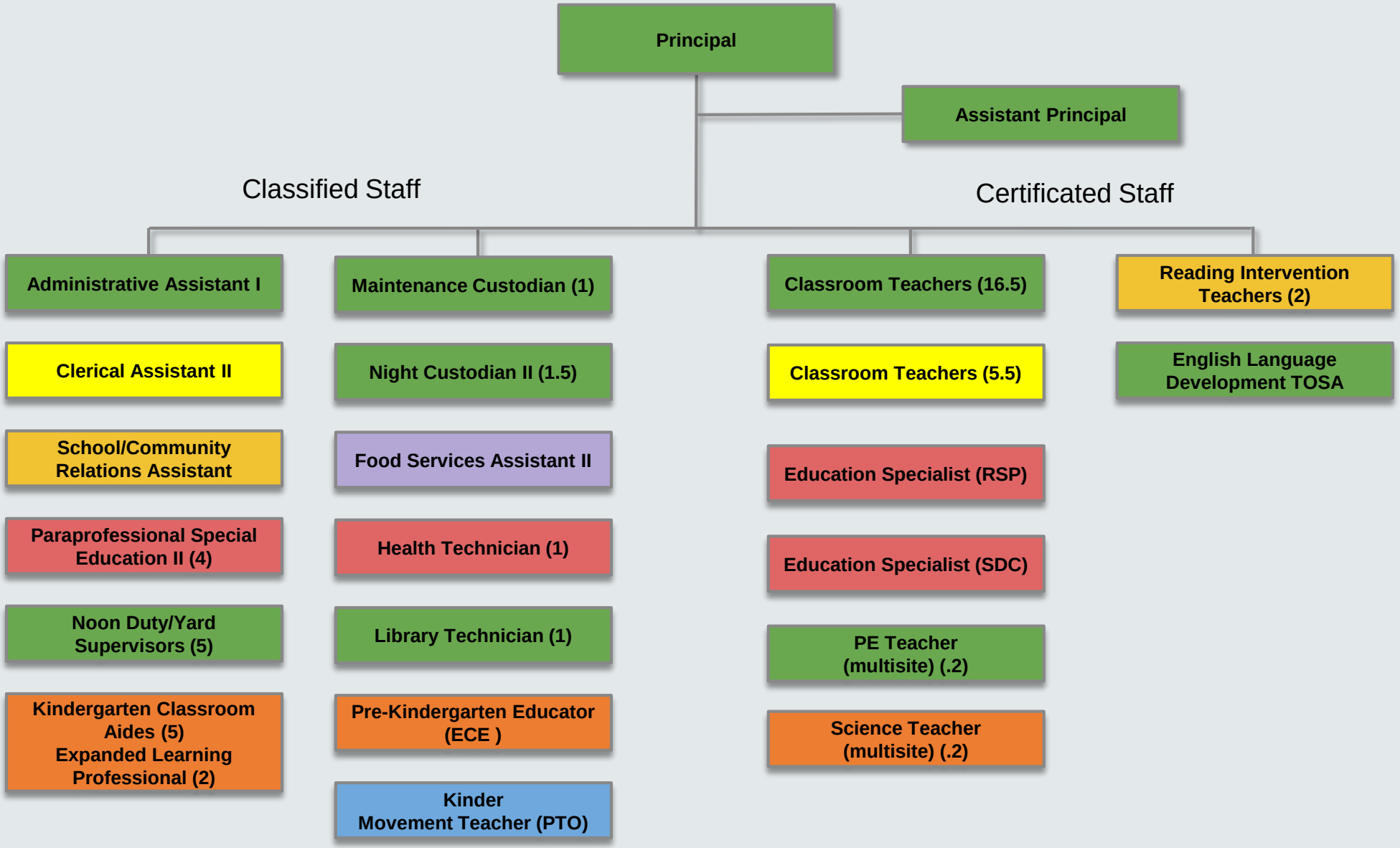
CABRILLO UNIFIED SCHOOL DISTRICT
Farallone View Elementary School



Farallone View Elementary Funding

- The Science teacher works at multiple sites and is funded through CEF.
- .5 FTE of the teaching staff is PTO funded.

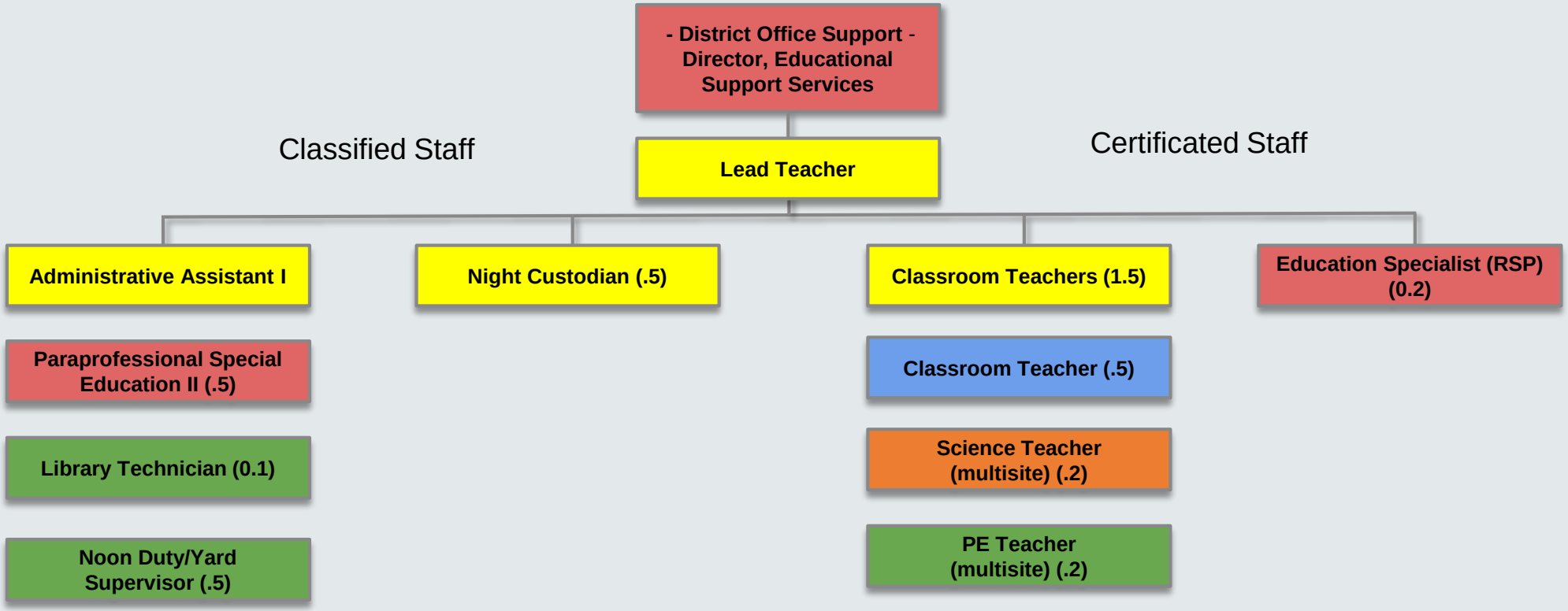
CABRILLO UNIFIED SCHOOL DISTRICT
Hatch Elementary School



Hatch Elementary Funding

- Clerical Assistant and 5.5 Teacher FTE are funded by the parcel tax.
- The reading intervention teachers are funded by the LCAP.
- The Kinder-movement teacher is PTO funded.

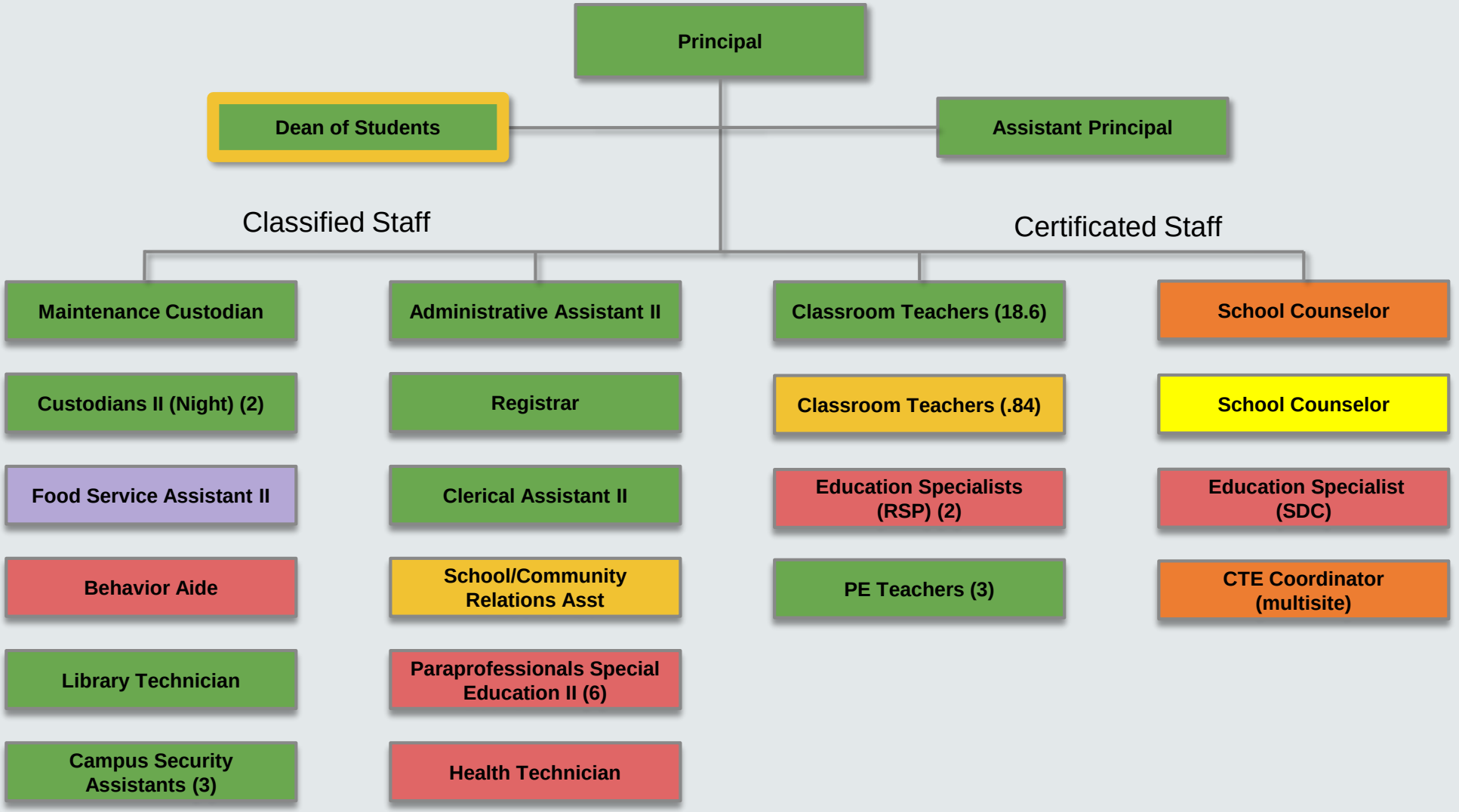
CABRILLO UNIFIED SCHOOL DISTRICT
Kings Mountain Elementary School



Kings Mountain Elementary Funding

- Several Kings Mountain Elementary School positions are funded by the parcel tax:
  - Administrative Assistant
  - Custodian
  - Lead Teacher
  - Classroom Teacher = 1.5 FTE
- The Kings Mountain PTO funds .5 Teacher FTE.

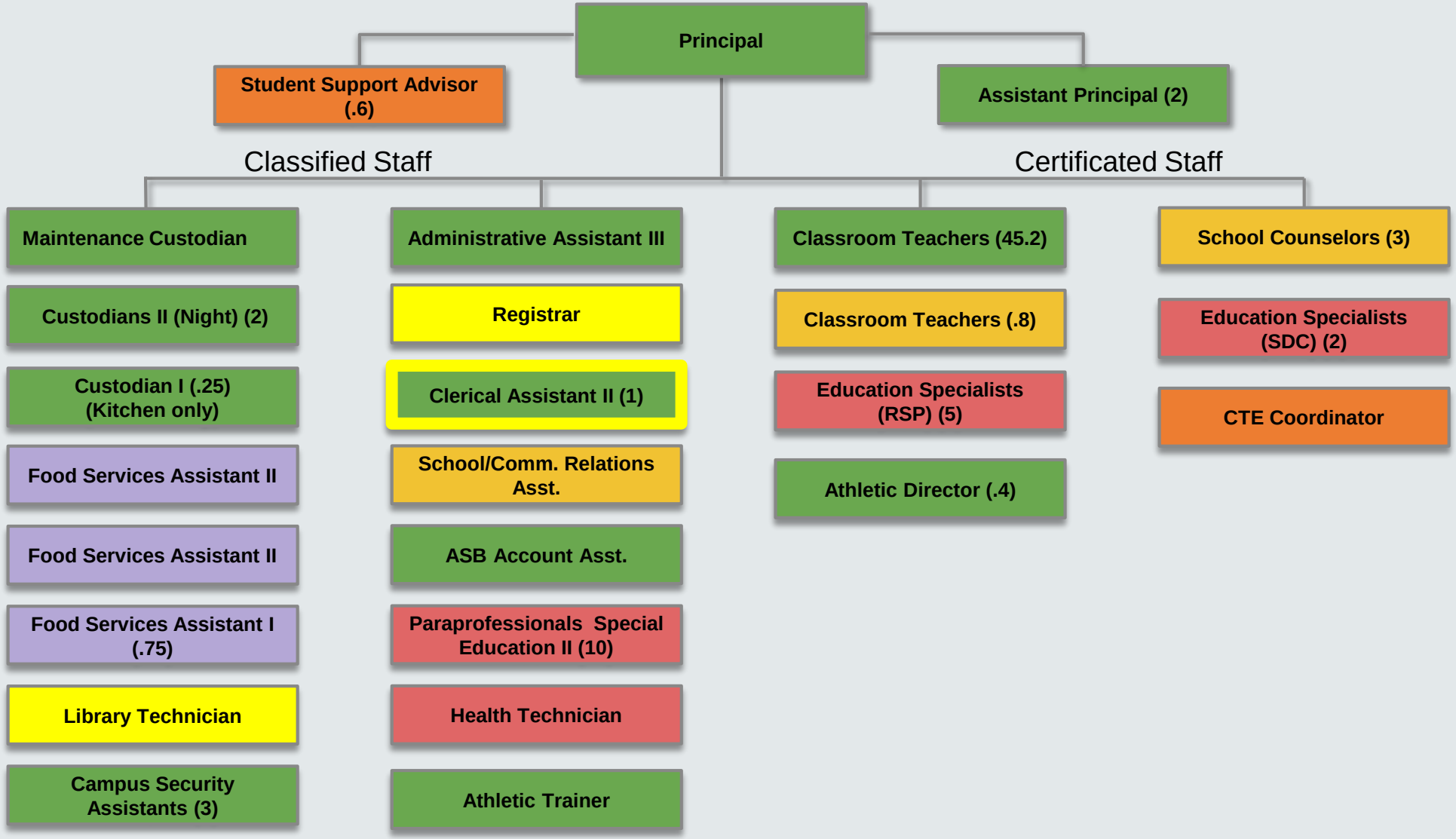
CABRILLO UNIFIED SCHOOL DISTRICT
Cunha Intermediate School



Cunha Intermediate School Funding

- The Cunha Dean of Students is funded by the LCAP and grant sources.
- One FTE of the school counselors is funded by the parcel tax.

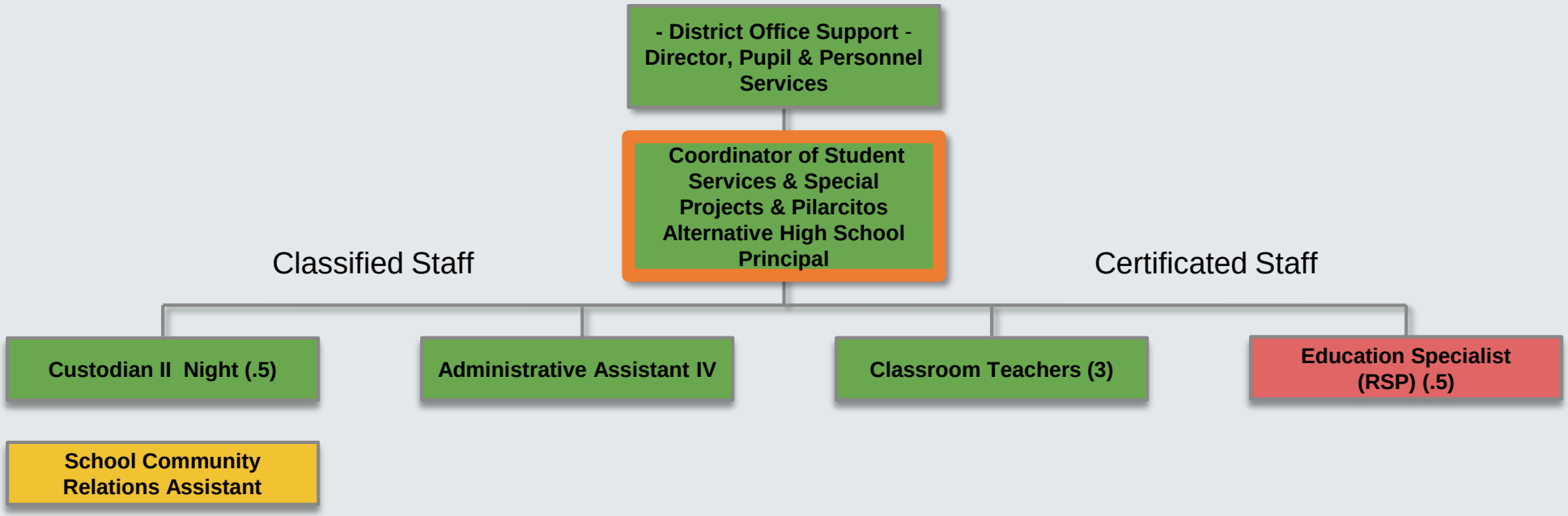
CABRILLO UNIFIED SCHOOL DISTRICT
Half Moon Bay High School



Half Moon Bay High School Funding

- .8 Teacher FTE is LCAP funded.
- The high school counselors are funded by the LCAP.
- The 0.6 FTE Student Success Advisor is grant funded.
- The Library Technician and the Registrar are funded by the parcel tax.

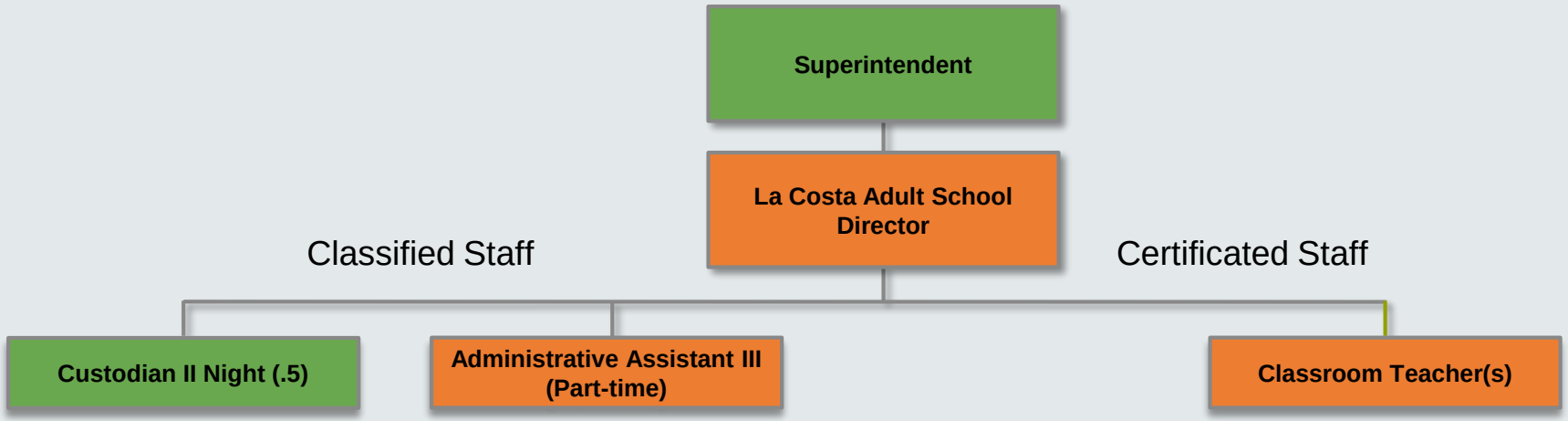
CABRILLO UNIFIED SCHOOL DISTRICT
Pilarcitos Continuation High School / Alternative Education



Pilarcitos Alternative High School Funding

- The Pilarcitos Principal/Student Success Coordinator is funded by the general fund and a newly awarded grant.
- The Pilarcitos Alternative School Community Relations Liaison is paid by the LCAP.

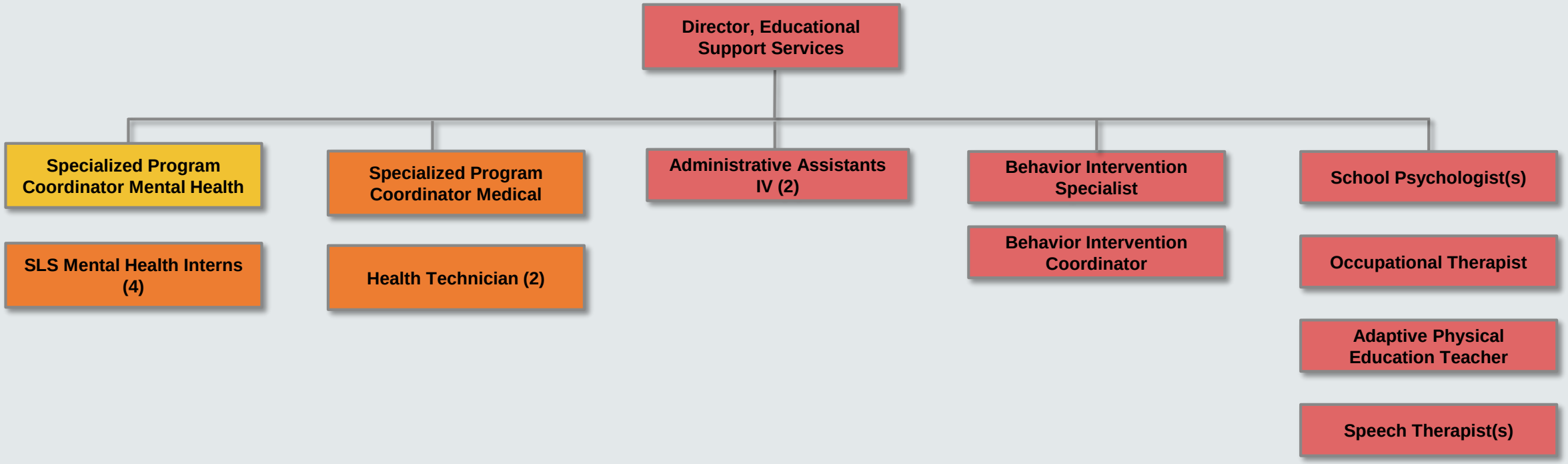
CABRILLO UNIFIED SCHOOL DISTRICT
La Costa Adult School



La Costa Adult School School Funding

- La Costa Adult School Funding is entirely separate from TK-12 program funding. The state created a dedicated funding stream for the Adult Education Program, separate from K-12 Educational Funding.

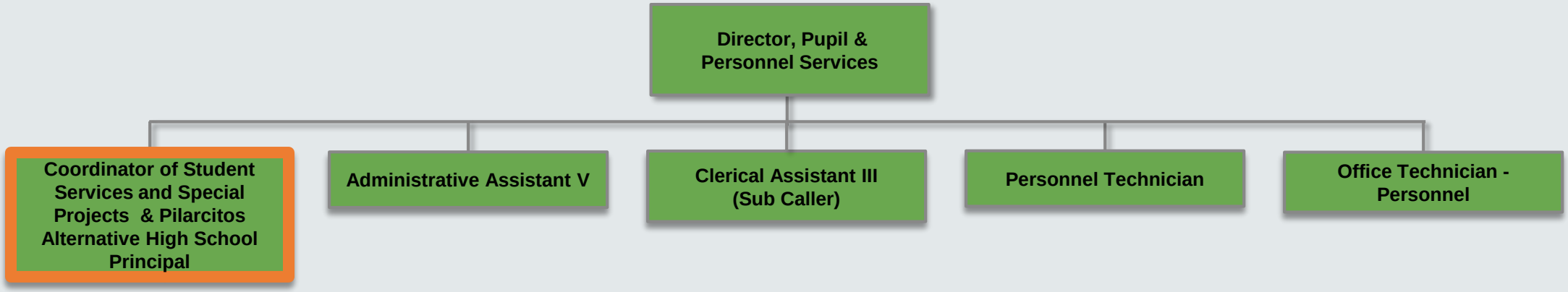
CABRILLO UNIFIED SCHOOL DISTRICT
Educational Support Services



Educational Support Services Funding

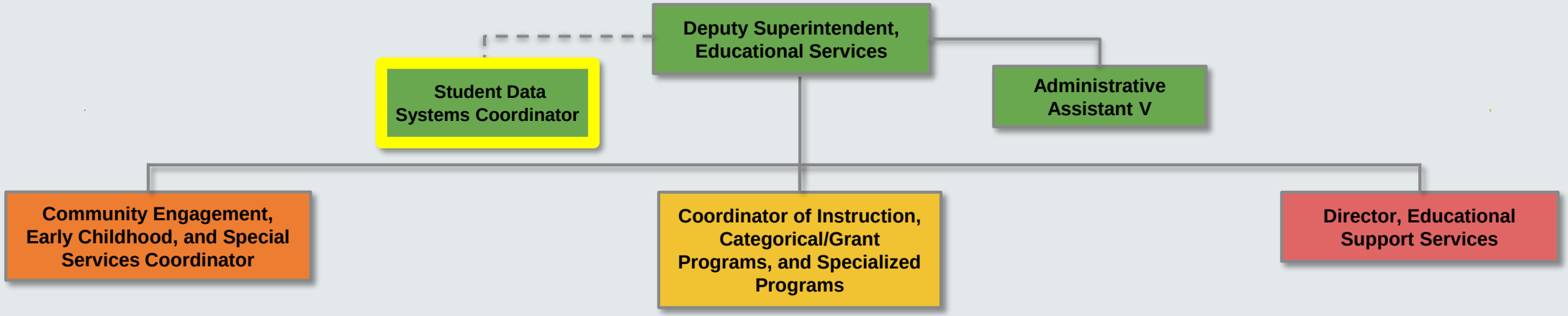
- Specialized Program Coordinator - Mental Health is funded by LCAP.
- The SLS Interns, the Medical Health coordinator, and two of the Health Technicians who all serve across multiple sites are grant funded.
- The rest of the department is funded through restricted funding and contributions from the general fund to Special Education.

CABRILLO UNIFIED SCHOOL DISTRICT
Pupil & Personnel Services



Pupil & Personnel Services Funding

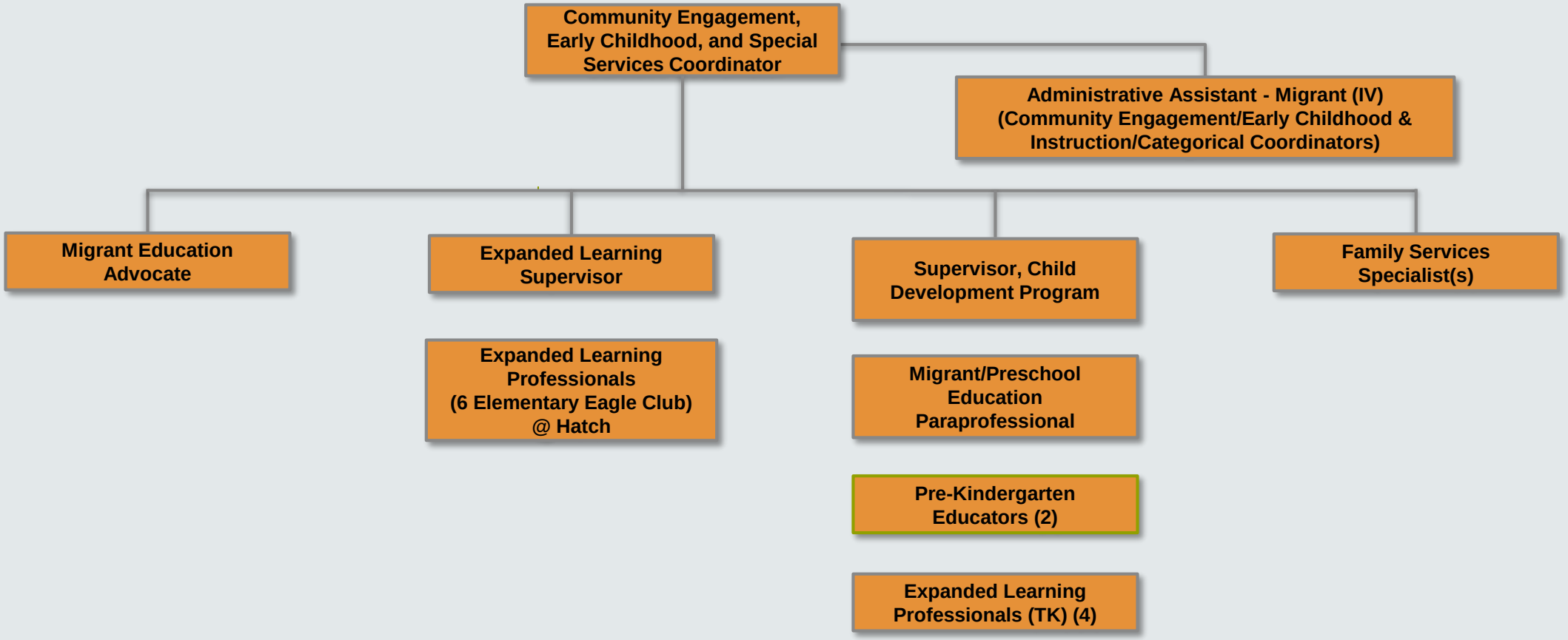
- The Coordinator of Student Services and Pilarcitos Alternative High School principal is funded by the general fund and the newly acquired LCSSP grant.


Deputy Superintendent, Educational Services
Student Data Systems Coordinator
Administrative Assistant V
Community Engagement, Early Childhood, and Special Services Coordinator
Coordinator of Instruction, Categorical/Grant Programs, and Specialized Programs
Director, Educational Support Services

Educational Services, Curriculum & Instruction Funding

- The Coordinator of Instruction, Categorical/Grant Programs, and Specialized Programs is funded by the LCAP.
- The Community Engagement, Early Childhood, and Special Services Coordinator position is grant funded.

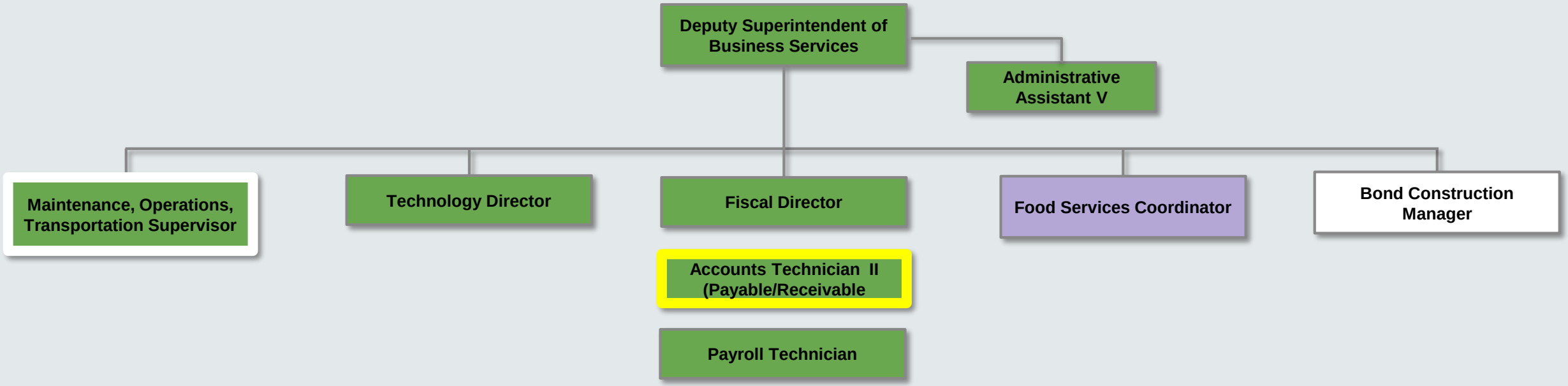
CABRILLO UNIFIED SCHOOL DISTRICT
Community Engagement & Early Childhood



Community Engagement and Early Childhood Education Funding

- Community Engagement, Early Childhood, and Special Services are funded from grant sources.

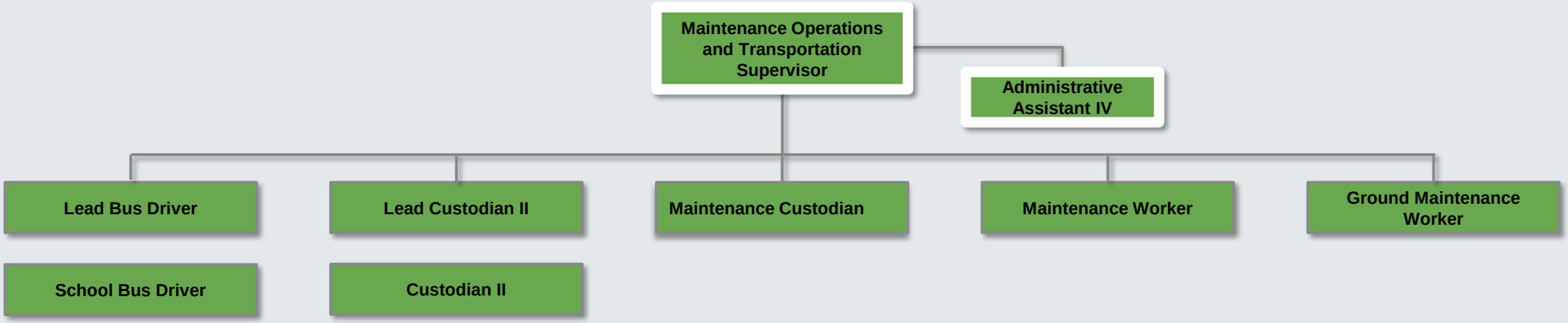
CABRILLO UNIFIED SCHOOL DISTRICT
Business Services



Business Services

- The construction manager and Administrative Assistant IV positions are bond funded.
- The systems administrator (technology) is funded by the parcel tax.
- The student data system coordinator is funded by the general fund and the parcel tax.
- The accounts technician is funded by general fund and parcel tax.

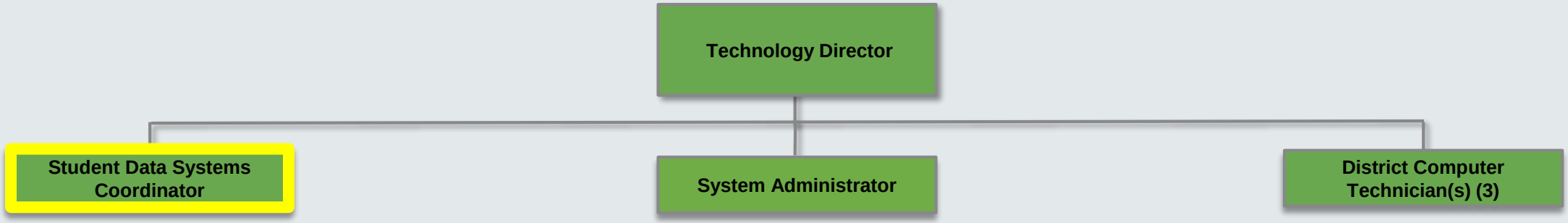
CABRILLO UNIFIED SCHOOL DISTRICT
Business Services (MOT)



Maintenance & Transportation Services

- The Maintenance and Transportation Supervisor is paid by the general fund and bond.
- The Administrative Assistant IV is paid by the general fund and the bond.

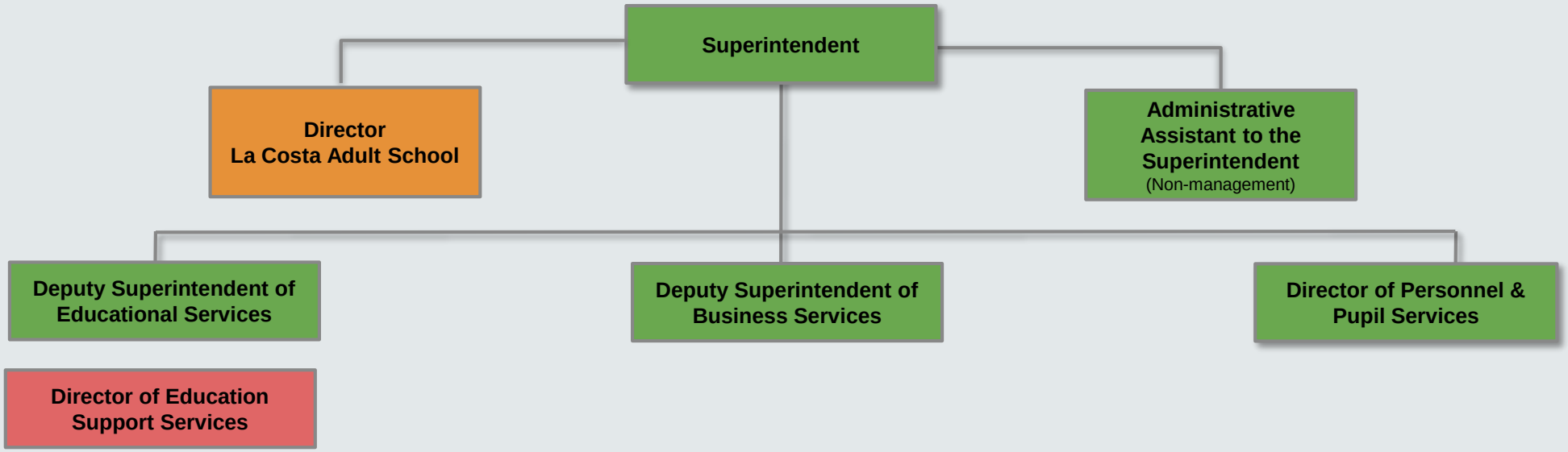
CABRILLO UNIFIED SCHOOL DISTRICT
Business Services (Technology Department)



Technology Department

- The systems administrator and the student data coordinator positions are funded by the parcel tax.

CABRILLO UNIFIED SCHOOL DISTRICT
Executive Cabinet



Cabinet Level Positions

- The La Costa Adult School Director is paid entirely from adult school funding.
- The Educational Services Director is paid from Special Education.

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: November 9, 2023
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed.D., Deputy Superintendent of Business Services
Jennifer Marsh, Fiscal Director
CATEGORY: Information
ITEM TITLE: Cabrillo Unified School District Fiscal Update and San Mateo County Office of Education Fiscal Oversight

BACKGROUND INFORMATION

The Cabrillo Unified School District (CUSD) filed with the San Mateo County Office of Education (SMCOE) its 2022-23 first and second interim reports as qualified. SMCOE required filing a third interim report, which was filed as negative (May 30, 2023). A letter of Lack of Going Concern was issued to CUSD staff and Governing Board on June 28, 2023. In the letter, SMCOE required that CUSD assess its deficit spending and proceeded to assign a fiscal expert to support CUSD's next steps toward fiscal health and solvency.

Staff will present to the CUSD Governing Board the process for the development and implementation of districtwide expenditure reductions for the current year (2023-24) and two out-years (2024-25 and 2025-26).

CUSD will continue to agendize this standing monthly fiscal update item to the Governing Board as required. SMCOE staff will continue supporting CUSD staff to implement measures that will help us ensure fiscal solvency.

FISCAL ANALYSIS

The impact of the implementation of the reductions and fiscal planning will be reflected on the CUSD 2023-24 *First Interim Report* to the Governing Board on December 14, 2023.

RECOMMENDATION

Receive and comment on the CUSD Fiscal Update as presented.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Cabrillo Unified School District
Fiscal Update

J Jesús Contreras, Deputy Superintendent of Business Services

Jennifer Marsh, Fiscal Director

November 9, 2023

SMCOE Fiscal Solvency Monitoring

- The San Mateo County Office of Education (SMCOE) is responsible for monitoring the fiscal solvency of all districts in San Mateo County.
- SMCOE is now closely monitoring Cabrillo Unified School District (CUSD) on its fiscal recovery journey. CUSD's fiscal challenges include: a) deficit spending, b) not meeting its 3% required reserve, c) declining enrollment, d) salary increases that exceeded district revenue projections, and e) fiscal ramifications of flipping Basic Aid to LCFF status.

SMCOE Fiscal Solvency Monitoring (Cont.)

- SMCOE issued a Lack of Going Concern Letter on June 28, 2023
- CUSD is required to develop, adopt, and implement a ***Solvency and Fiscal Stabilization Plan*** (*Fiscal Stabilization Plan*)
- SMCOE assigned a fiscal expert and staff to support CUSD with the development of its *Fiscal Stabilization Plan*
- SMCOE referred CUSD to the Fiscal Crisis and Management Assistance Team (FCMAT) to conduct a Fiscal Health Risk Analysis
- CUSD received an onsite FCMAT review on August 29-30, 2023, and a *FCMAT Report* was issued and presented to the Board on October 12, 2023 for adoption and implementation

CUSD Steps Toward Fiscal Stability

- CUSD meets weekly with SMCOE staff for guidance and training on tools required for the development of its *Fiscal Stabilization Plan*
- CUSD has worked to identify non-recurring expenditures/charges in the budget, and staff has adjusted its accounting accordingly
- CUSD identified expenditures/charges that could be transferred out of the General Fund (GF) and into other allowable resources as authorized by the legal statutes that generated those resources
- CUSD's Fiscal Director compiles and keeps track of identified reductions and savings for 2023-24 and also for two years out (2024-25 – 2025-26) in our Multi-Year Projections tool

CUSD Steps Toward Fiscal Stability (Cont.)

- CUSD administrators continue to identify all possible reductions and operational savings to achieve our goal of fiscal stability
- CUSD Human Resources (HR) is reviewing hiring practices and is updating CUSD's position control system as required of us
- Chief Business Officer (CBO) and HR Director are meeting regularly with school site administrators to help establish 2024-25 staffing ratios and allocations adhering to CUSD contractual agreements
- The Curriculum and Instruction (CI) department is re-assessing the use of stipends, extra pay, and additional remunerations as needed
- CUSD administrators are optimizing spending plans for one-time funds

CUSD Steps Toward Fiscal Stability (Cont.)

- CBO meets regularly with cabinet-level administrators for continued in-depth analysis of educational needs, costs, and potential operational reductions and savings
- Actual and potential reductions and savings are being compiled into the *CUSD Fiscal Stabilization Plan*
- CUSD continues to address its $2.8 Million negative fund balance
- CUSD is investigating solutions to eliminate structural deficits (including the need to make staffing adjustments commensurate with the declining enrollment that is occurring in the district)

CUSD Steps Toward Fiscal Stability (Cont.)

- CBO and Business Services staff continue to meet with the Budget Advisory Committee (BAC) to brainstorm ways to increase the efficiency of our operations (expenditures)
- At its October 11, 2023 meeting, the CUSD BAC agreed to increase the number of meetings and to participate in Google survey(s) to inform its upcoming advice to the CUSD Governing Board. The proposed BAC events include:
  - 11/1/2023 – BAC receives Google survey and a summary of 2022-23 actual expenditures by function to identify suggested areas for reductions in service and cost savings
  - 11/13/2023 – BAC completes Google survey

CUSD Steps Toward Fiscal Stability (Cont.)

- 11/15/2023 – BAC reviews summary of expenditures by function and the results of the Google survey
- 12/6/2023 – BAC reviews an updated summary of recommendations for reductions and savings
- 1/10/2024 – BAC receives updated information on districtwide identified reductions and savings
- January Board Meeting – Board approves 2024-25 reductions
- March 15, 2023: Layoff notices are issued as needed

- The *CUSD Fiscal Stabilization Plan* will be presented by staff to the CUSD Governing Board for approval, and it represents a dynamic, ongoing, and living plan for reductions and savings for fiscal health

Next Steps

- CUSD will continue to have a standing Fiscal Update item at every regularly scheduled Governing Board meeting ahead
- SMCOE will continue support and oversight of CUSD fiscal recovery
- CUSD will work on implementation of steps to address *FCMAT Report* findings as published and adopted by the Governing Board
- CUSD will continue to work closely with principals to efficiently staff for the 2024-25 school year per contractual guidelines
- CUSD will continue to work on identifying and implementing operational savings to help restore our fiscal health ahead

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: November 9, 2023
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed.D., Deputy Superintendent of Business Services
Jennifer Marsh, Fiscal Director
CATEGORY: Action
ITEM TITLE: Cabrillo Unified School District Fiscal Stabilization Plan

BACKGROUND INFORMATION

Due to its fiscal challenges, the Cabrillo Unified School District (CUSD) is currently under close fiscal monitoring by the San Mateo County Office of Education (SMCOE). A letter of Lack of Going Concern was issued to the Governing Board of CUSD on June 28, 2023. In the letter, SMCOE advised the CUSD to address its deficit spending and take immediate steps to adjust its staffing in alignment with its ongoing declining enrollment. The letter also required the development and adoption of a *Fiscal Stabilization Plan*. Staff will present for approval a dynamic/live *Fiscal Stabilization Plan* to address the district's deficit spending and help CUSD ensure solvency in the current year (2023-24) and two years out (2024-25 and 2025-26).

FISCAL ANALYSIS

Along with the 2023-24 First Interim Report, an update of the implementation of the *Fiscal Stabilization Plan* will be presented to the Governing Board at its December 2024 Board meeting.

RECOMMENDATION

Staff recommend the approval of the *Fiscal Stabilization Plan.*

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Cabrillo Unified School District
Solvency and Fiscal Stabilization Plan

J Jesus Contreras, CUSD Deputy Superintendent of Business Services

Jennifer Marsh, CUSD Fiscal Director

November 9, 2023

Fiscal Stabilization Plan

- To address its fiscal challenges, the Cabrillo Unified School District (CUSD) must adopt and implement a Solvency and Fiscal Stabilization Plan (*Fiscal Stabilization Plan*).
- By implementing this *Fiscal Stabilization Plan*, CUSD will be able to 1) address its deficit spending, 2) align staffing to the number of students attending CUSD schools (to match our years of declining enrollment), and 3) remedy financial consequences caused from past compensation increases that actually exceeded non-realized revenue projections.

Fiscal Stabilization Plan (continued)

- CUSD staff has identified reductions and savings for current year (2023-24) and also for outyears ahead (2024-25 and 2025-26).
- Administrators and district staff will continue to identify ways to optimize operations costs of each site according to enrollment.
- CUSD's Human Resources Director and CBO will continue to lead efforts toward efficient optimization of 2024-25 staffing ahead.
- The Curriculum and Instruction (C&I) team will align stipends and extra pay to resources that do not take from the General Fund.
- The Business Office will monitor revenue and expenditures to address deficit spending, compensation, and educational program.

Fiscal Stabilization Plan (continued)

- The measures taken thus far as reported during the fiscal update presentation will now allow CUSD to meet its required 3% reserve for 2023-24 (provided there are no unforeseen occurrences).
- CUSD will now still be in need of identifying and securing more reductions and savings for the 2024-25 and 2025-26 school years.
- CUSD's Budget Advisory Committee members will continue to meet with and provide input to CUSD staff on ways to help optimize expenditures throughout the process.
- SMCOE leaders also continue to work with CUSD staff to support our identified district goals required to maintain fiscal solvency.

Fiscal Stabilization Plan (continued)

- **To meet our requirements, staff request the approval of the *Fiscal Stabilization Plan* as a live and dynamic commitment to achieve solvency.**
- CUSD's Governing Board will receive regular and ongoing updates on the *Fiscal Stabilization Plan.*
- For final reductions of "Particular Kinds of Service"(i.e., certificated and classified staff reductions) included in the *Fiscal Stabilization Plan,* CUSD's Governing Board will exercise its authorization at its January and/or February 2024 Board meeting(s) via resolution.

Fiscal Stabilization Plan

Presented to be Approved as Live Plan

	Unaudited Actuals 2022-23	2023-24 Reductions	2023-24 Savings	2024-25 Reductions	2024-25 Savings	2025-26 Reductions	2025-26 Savings	Total
1000s								
Certificated Salaries	$ 17,639,661.05							
HR-2.0 FTE HMBHS - Teacher to student ratio adjustment				$ 168,614.00				
HR-1.4 FTE - Cunha MS - Teacher to student ratio adjustment				$ 118,030.00				
CI- Cunha AVID Sections (2) (.4FTE)		$ 40,000.00						
HR - Cunha Dean - .5 FTE Moved to Categorical Funding		$ 56,355.00						
Budget Reduction HMBHS (Anticipated)		$ 100,000.00						
Sub-Total	**$ 17,639,661.05**	**$ 196,355.00**	**$ -**	**$ 286,644.00**	**$ -**	**$ -**	**$ -**	**$ 482,999.00**
2000s								
Classified Salaries	$ 8,225,235.27							
ES-4 FTE - Paraprofessionals				$ 120,000.00				
BU-1 FTE - Custodian (attrition)		$ 35,246.00						
BU-.3 FTE Admin Assist moved to Bond			$ 12,790.00					
BU-.1 FTE MOT Supervisor move to Bond			$ 6,885.00					
ES- 1 FTE Support Services						$ 63,000.00		
ES-1 FTE- Health Support						$ 90,000.00		
ES-1 FTE - Behavior Support						$ 132,000.00		
ES - 1 FTE- Sp Ed Support				$ 90,000.00		$ 90,000.00		
IT- 1 FTE Technician				$ 70,500.00				
CI- HS Data Specialist		$ 22,217.00						
Sub-Total	**$ 8,225,235.27**	**$ 57,463.00**	**$ 19,675.00**	**$ 280,500.00**	**$ -**	**$ 375,000.00**	**$ -**	**$ 732,638.00**

Fiscal Stabilization Plan

Presented to be Approved as Live Plan

	Unaudited Actuals 2022-23	2023-24 Reductions	2023-24 Savings	2024-25 Reductions	2024-25 Savings	2025-26 Reductions	2025-26 Savings	Total
3000s								
Employee Benefits	$ 12,153,035.35							
Certificated Benefits		$ 14,500.00	$ -		$ -	$ -		
Classified Benefits - Custodian/ELD Specialist		$ 23,322.00	$ 11,429.00		$ -	$ 112,500.00		
Reclass H&W to Categoricals		$ 440,176.00						
Reclass H&W to Categoricals		$ 120,120.00						
STRS budget reduction		$ 131,565.00						
Benefits - 1.0 FTE IT Technician				$ 33,720.00				
Benefits - 4.0 FTE Paraprofessionals				$ 52,800.00				
Benefits - Teacher to Student ratio adjustment				$ 73,872.00				
Sub-Total	**$ 12,153,035.35**	**$ 729,683.00**	**$ 11,429.00**	**$ 160,392.00**	**$ -**	**$ 112,500.00**	**$ -**	**$ 1,014,004.00**
4000s								
Supplies and Instructional Materials	$ 2,836,746.05							
Textbooks not in 23/24 LCAP			$389,691.00					
CI-Panorama Education		$ 16,000.00						
MOT Supplies		$ 50,000.00						
MOT Noncapitalized Equip		$ 26,150.00						
Vista Higher Learning-reclass to Categoricals			$ 30,242.00					
Benchmark Education - reclass to Categoricals			$ 19,413.00					
Scholastic Magazines - reclass to Categoricals			$ 2,367.00					
Curr. Assoc. - reclass to o Categoricals			$ 4,750.00					
Sub-Total	**$ 2,836,746.05**	**$ 92,150.00**	**$ 446,463.00**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 538,613.00**

Fiscal Stabilization Plan

Presented to be Approved as Live Plan

	Unaudited Actuals 2022-23	2023-24 Reductions	2023-24 Savings	2024-25 Reductions	2024-25 Savings	2025-26 Reductions	2025-26 Savings	Total
5000s								
Services and Other Operating Expenses	$ 7,112,199.98							
ES-Day Break Healthcare Move to 2023-24 (Res 6546,3010)				$ 43,000.00				
ES-Hazel Health			$ 47,500.00					
ES-Cost Optimization (Contracts)				$ 110,300.00				
SPED Contracts/Consultants		$ 28,000.00						
IT- Zoom Adjusted					$ 7,000.00		$ 3,000.00	
IT- KIS Services			$ 5,000.00		$ 1,000.00			
IT- Cell Phones Cancellation - COVID		$ 20,000.00						
IT- SchoolLoop software subscription		$ 28,307.00						
IT- Infinite Campus		$ 36,230.00						
ES- Speech Pathologist - (Contract)				$ 92,000.00				
ES- Welness Counselor (Contract)				$ 65,000.00				
CI-AVID Membership (No longer needed at Cunha)		$ 8,609.00						
Transp Repairs/Services		$ 50,000.00						
STRS Penalties		$ 108,000.00						
MOT Repairs/Services		$ 100,000.00						
C&I Prof Serv/Consultants Budget Reduction		$ 23,550.00						
PUP SERV Prof Serv/Consultants Budget Reduction		$ 20,000.00						
SUP - Professional Serv/Consultants		$ 50,000.00						
On Point Lang - reclass to Categoricals		$ 15,322.00						
Sub-Total	**$ 7,112,199.98**	**$ 488,018.00**	**$ 52,500.00**	**$ 310,300.00**	**$ 8,000.00**	**$ -**	**$ 3,000.00**	**$ 861,818.00**
6000s								
Capital Outlay	$ 122,543.88							
MOT Equip		$ 46,495.00						
Sub-Total	**$ 122,543.88**	**$ 46,495.00**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 46,495.00**

Continued Fiscal Stabilization Plan Progress

Need to continue identifying 2024-25 and 2025-26 Reductions and Saving Opportunities

Fiscal Stabilization Plan — **Presented to be Approved as Live Plan**

	Unaudited Actuals 2022-23	2023-24 Reductions	2023-24 Savings	2024-25 Reductions	2024-25 Savings	2025-26 Reductions	2025-26 Savings	Total
Sub-Total	$ 122,543.88	$ 46,495.00	$ -	$ -	$ -	$ -	$ -	$ 46,495.00
7000s Other Outgo	$ 273,957.54							
Sub-Total	$ 273,957.54	$ -	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL	$ 48,363,379.12	$ 1,610,164.00	$ 530,067.00	$ 1,037,836.00	$ 8,000.00	$ 487,500.00	$ 3,000.00	$ 3,676,567.00
TOTAL REDUCTIONS and SAVINGS		$ 2,140,231.00		$ 1,045,836.00		$ 490,500.00		

Next Steps

- CUSD will continue to seek Budget Advisory Committee (BAC) input for the live/dynamic *Fiscal Stabilization Plan.*
- CUSD will continue to implement the recommendations of the Fiscal Crisis and Management Assistance Team (FCMAT).
- SMCOE will continue guiding and supporting CUSD fiscal recovery.
- CUSD will continue working with school site principals to efficiently staff for projected school enrollments in the 2024-25 school year.
- CUSD will continue working on identifying and implementing operational savings via its *Fiscal Stabilization Plan.*

Questions?

Thank you!

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

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

MEMORANDUM

MEETING DATE: November 9, 2023
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed.D., Deputy Superintendent of Business Services
CATEGORY: Information/Action
ITEM TITLE: Approval of the Integrated El Granada Bond Modernization Project

BACKGROUND INFORMATION

The Cabrillo Unified School District (CUSD) Bond Program includes the modernization of El Granada Elementary School. At its April 2021 Board meeting, the Cabrillo Unified School District (CUSD) Governing Board approved concepts and plans (Phase I) for the El Granada Elementary School project from the QKA Architects firm. At its June 10, 2021 Governing Board meeting, the Governing Board then approved updated recommendations for all bond-funded projects. At its November 10, 2022 Governing Board meeting, the Governing Board approved updates to El Granada Elementary's modernization project. At its October 12, 2023 Governing Board meeting, the Board received updated information regarding Phase II of the EL Granada modernization. Staff will present to the Board for approval of the integrated (Phase I and Phase II) components of the El Granada Elementary modernization project.

FISCAL ANALYSIS

The CUSD Bond Program is financed with Bond funds managed through Fund 21.

RECOMMENDATION

Staff recommends approval of the Integrated El Granada Bond Modernization Project.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

El Granada Integrated Modernization Bond Program – Phase I and Phase II

J Jesús Contreras, Ed.D., Deputy Superintendent of Business Services

November 9, 2023

History of Authorizations

District has received three separate bond authorizations

Cabrillo Unified School District

Bond Election Date	Authorized Amount	% Support	Issued Amount	Remaining Authorization
June 4, 1996 Measure K	$35,000,000	75.3% (66.7% required)	$34,996,263	$0*
June 5, 2012 Measure S	$81,000,000	56.5% (55.0% required)	$58,000,000	$23,000,000
June 5, 2018 Measure M	$99,000,000	55.1% (55.0% required)	$75,000,000	$24,000,000
Total	**$215,000,000**		**$167,996,263**	**$47,000,000**

SOLD 4/23

*Technically $3,736.75 remains under the Measure K authorization, but it is not accessible since it is less than a single bond denomination.

- The District plans to issue the remaining authorization in the next few years.

Anticipated CUSD Projects Budget

PROJECTS	Farallone View	El Granada	Other CUSD Projects	Totals
Phase 1 & Phase 2	$ 23,408,750.00			
Phase 1 (7 Classrooms)		$ 25,871,931.00		
Modernization (Phase 2)		$ 20,062,589.00		
Roofs, HMBHS, Maint.			$ 7,916,782.00	
Totals	**$ 23,408,750.00**	**$ 45,934,520.00**	**$ 7,916,782.00**	**$ 77,260,052.00**
Available for ALL Bond Projects: EGE, FV, HMBHS, and Others			$	77,260,052.00

QUATTROCCHI KWOK ARCHITECTS

MODERNIZATION - PHASE II : SCHEMATIC DESIGN

EL GRANADA ELEMENTARY SCHOOL | BLDGS A, K, D & M

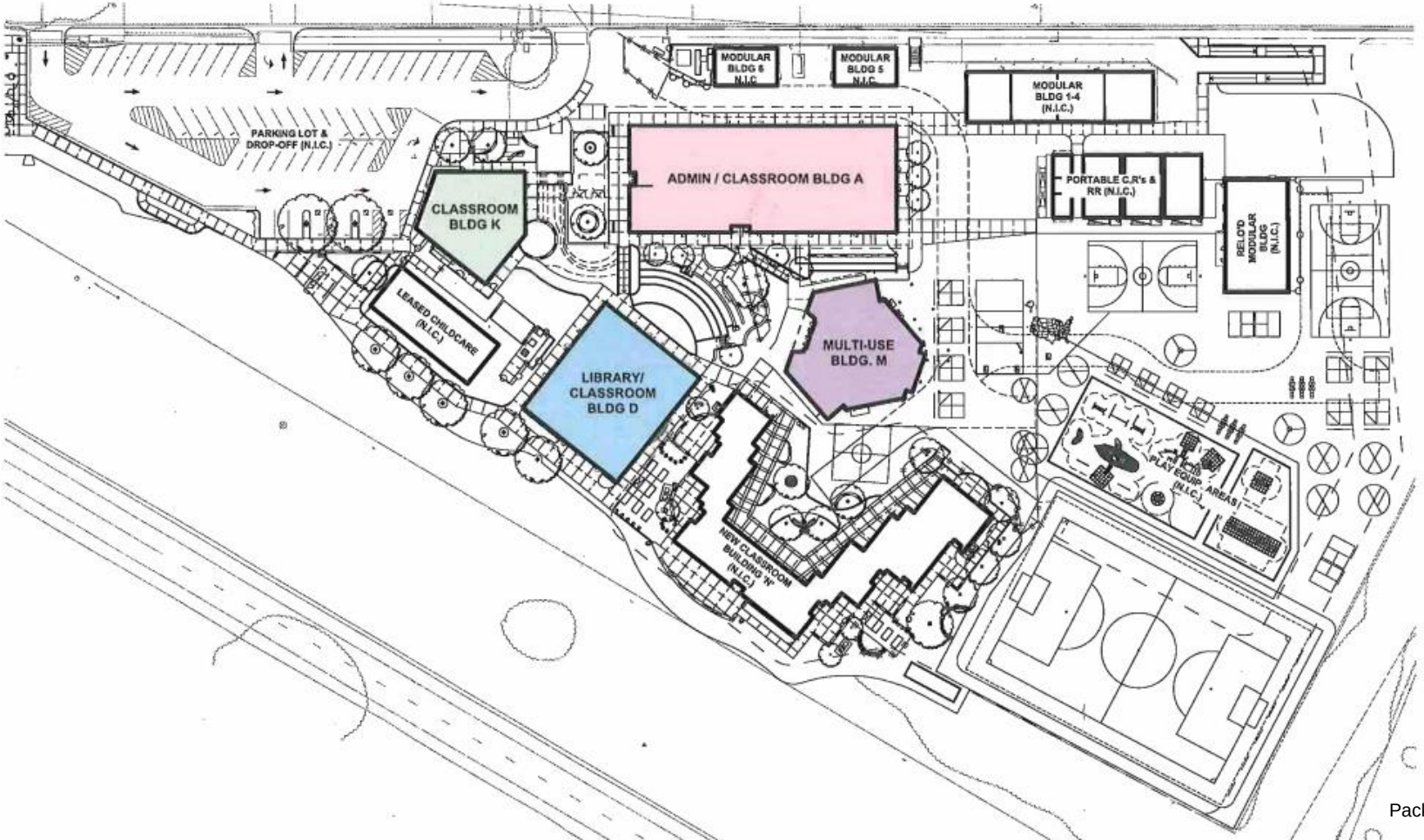
400 SANTIAGO AVE, HALF MOON BAY, CA 94109



CAMPUS SITE PLAN

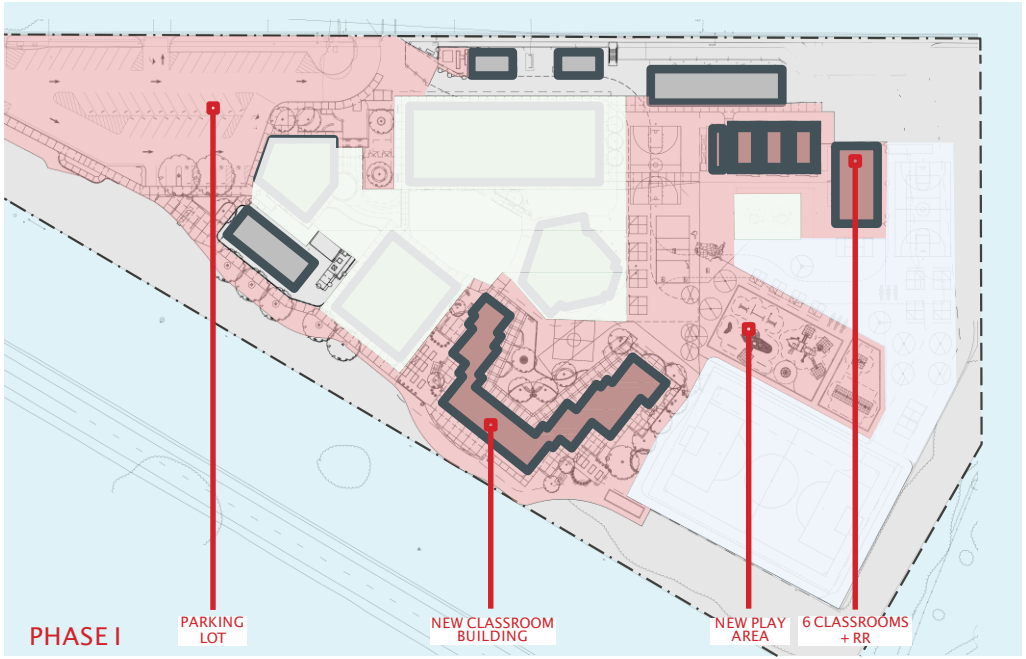
EL GRANADA ELEMENTARY SCHOOL | BLDGS A, K, D & M

QUATTROCCHI KWOK ARCHITECTS



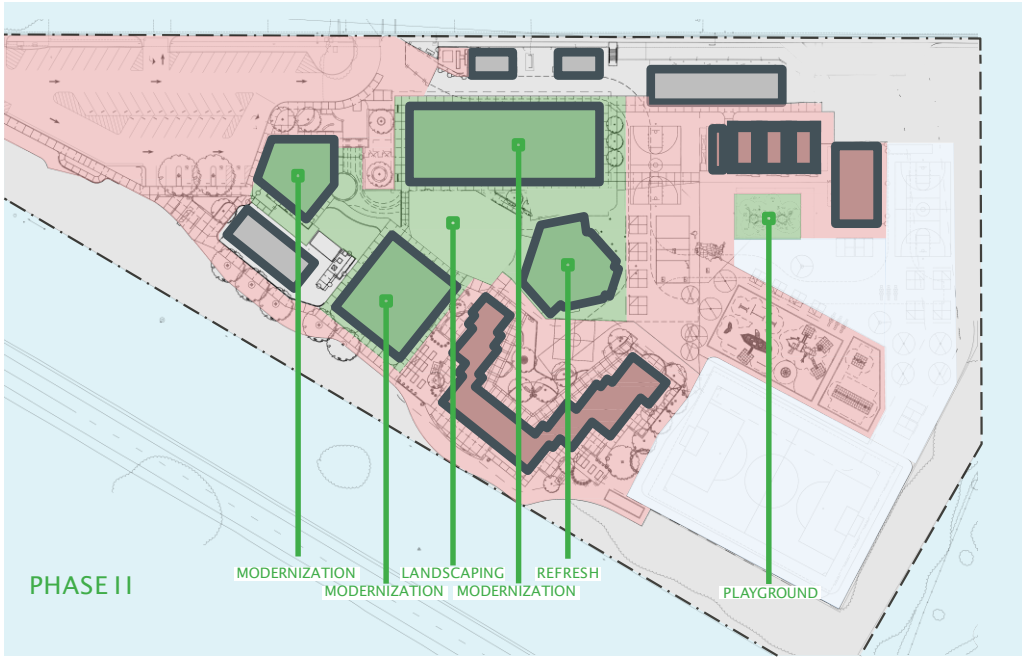
CAMPUS SITE PLAN - PHASE I

EL GRANADA ELEMENTARY SCHOOL | PHASES I, II & FUTURE



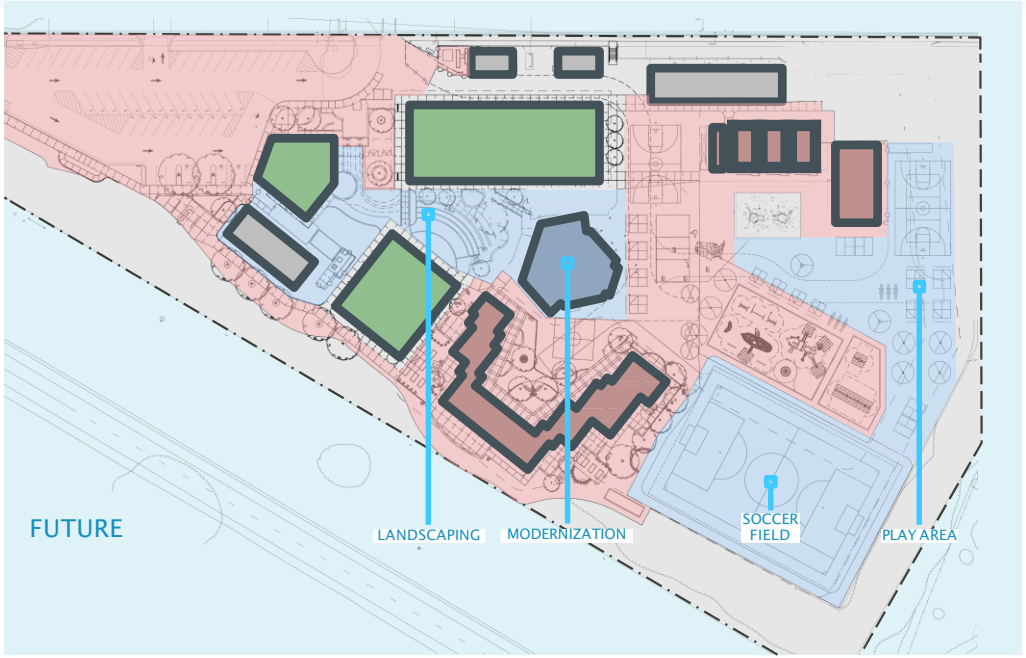
CAMPUS SITE PLAN - PHASE II

EL GRANADA ELEMENTARY SCHOOL | PHASES I, II & FUTURE



CAMPUS SITE PLAN - FUTURE

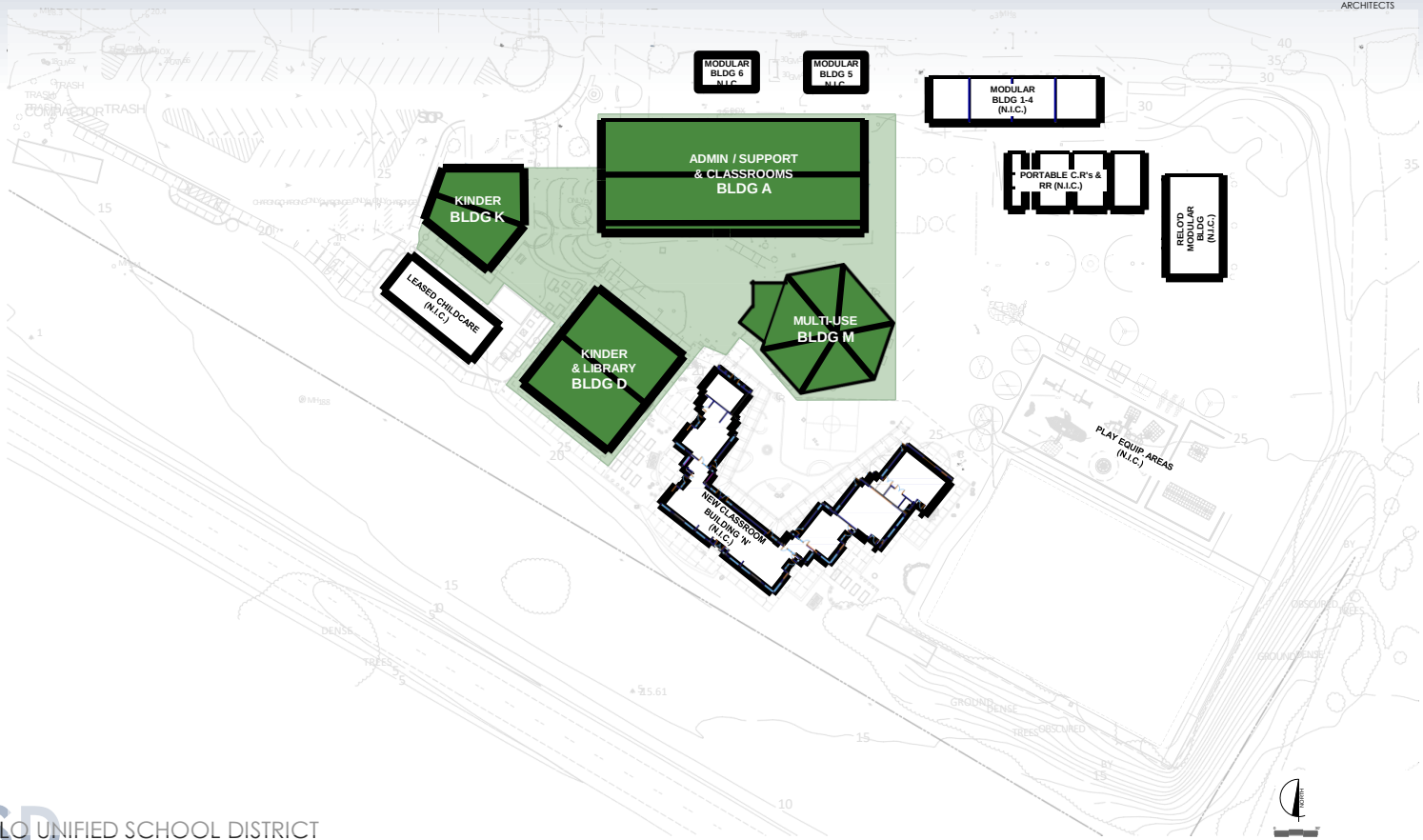
EL GRANADA ELEMENTARY SCHOOL | PHASES I, II & FUTURE



CAMPUS SITE PLAN

EL GRANADA ELEMENTARY SCHOOL | BLDGS A , K , D & M

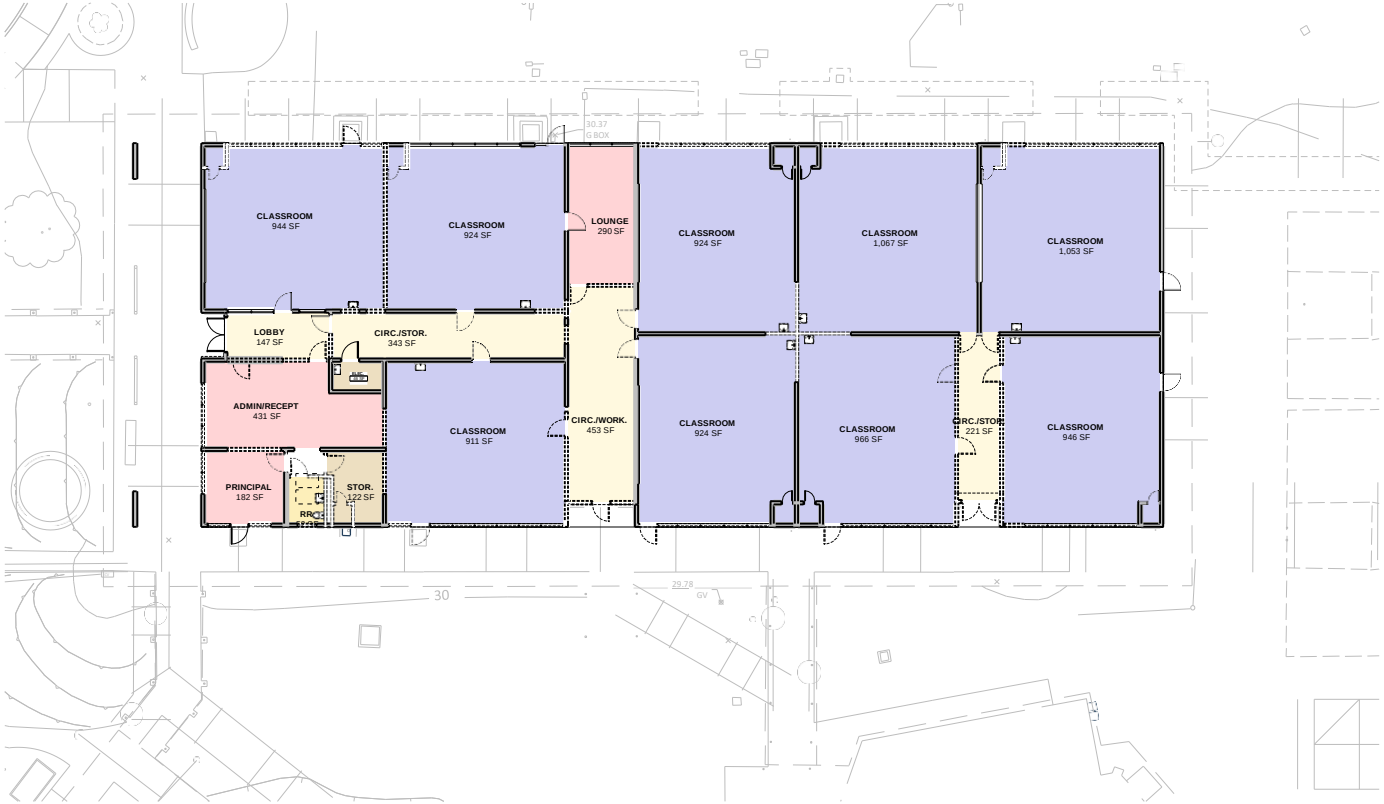
QUATTROCCHI KWOK ARCHITECTS



BLDG. A - FLOOR PLAN - DEMO

EL GRANADA ELEMENTARY SCHOOL | BLDGS A, K, D & M

QUATTROCCHI KWOK ARCHITECTS

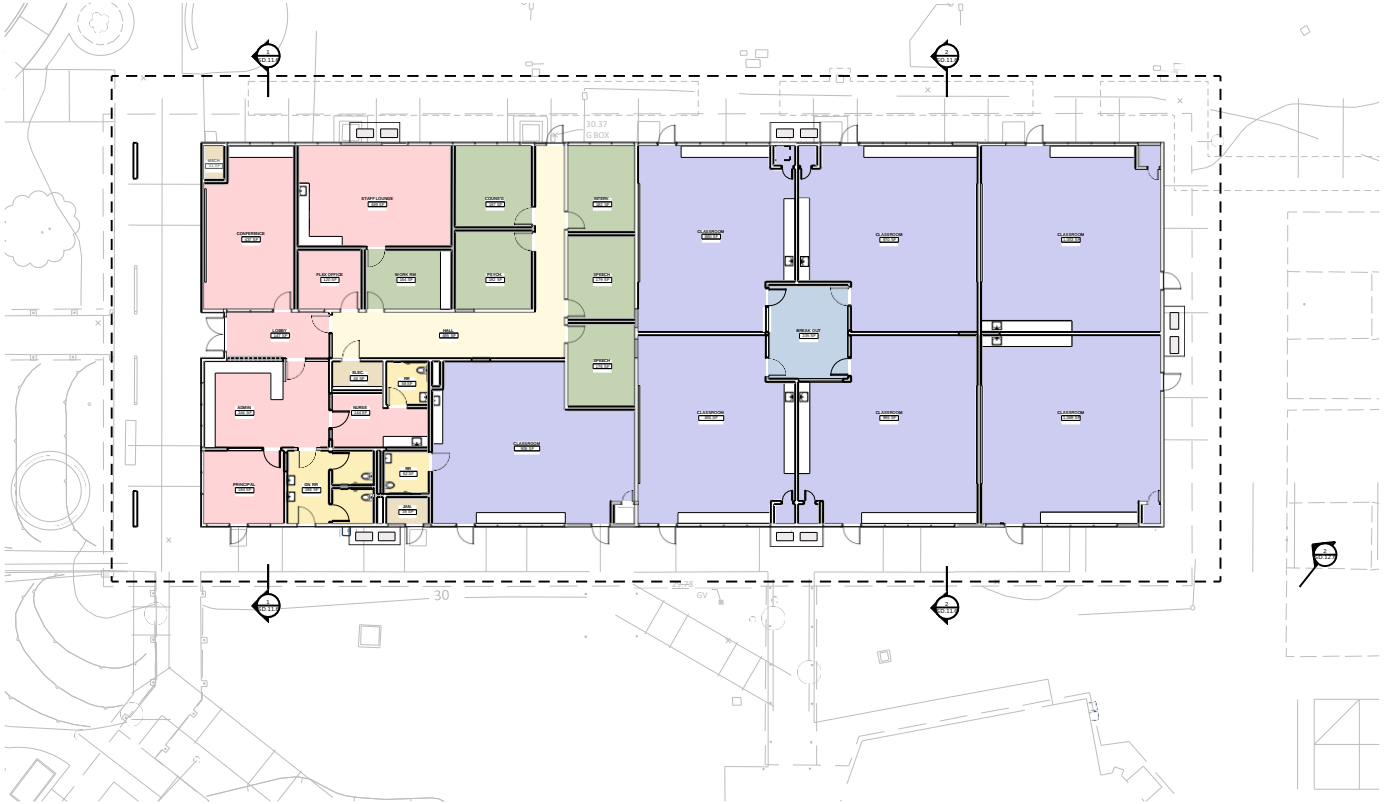


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BLDG. A - FLOOR PLAN

EL GRANADA ELEMENTARY SCHOOL | BLDGS A, K, D & M

QUATTROCCHI KWOK ARCHITECTS

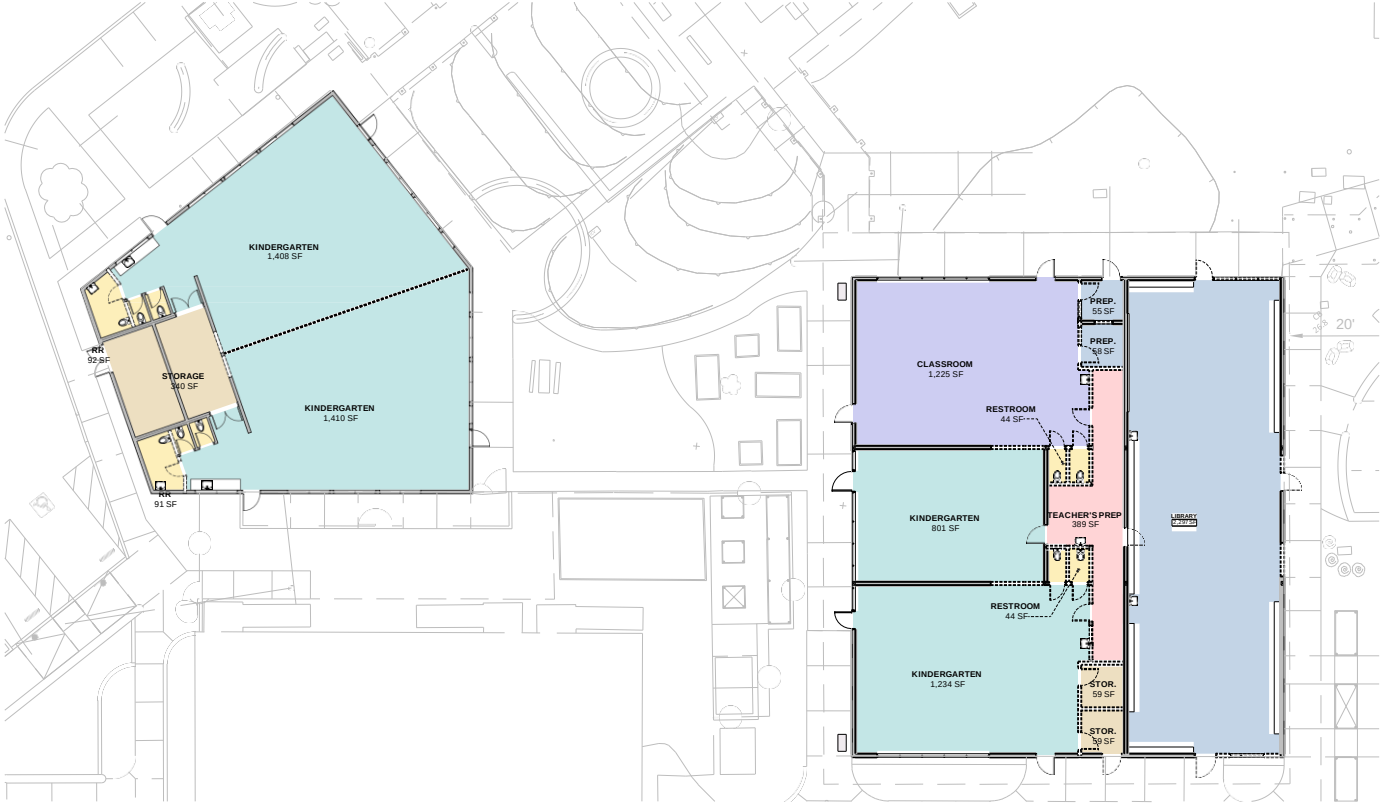


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BLDGS. K & D - FLOOR PLANS - DEMO

EL GRANADA ELEMENTARY SCHOOL | BLDGS A, K, D & M

QUATTROCCHI KWOK ARCHITECTS

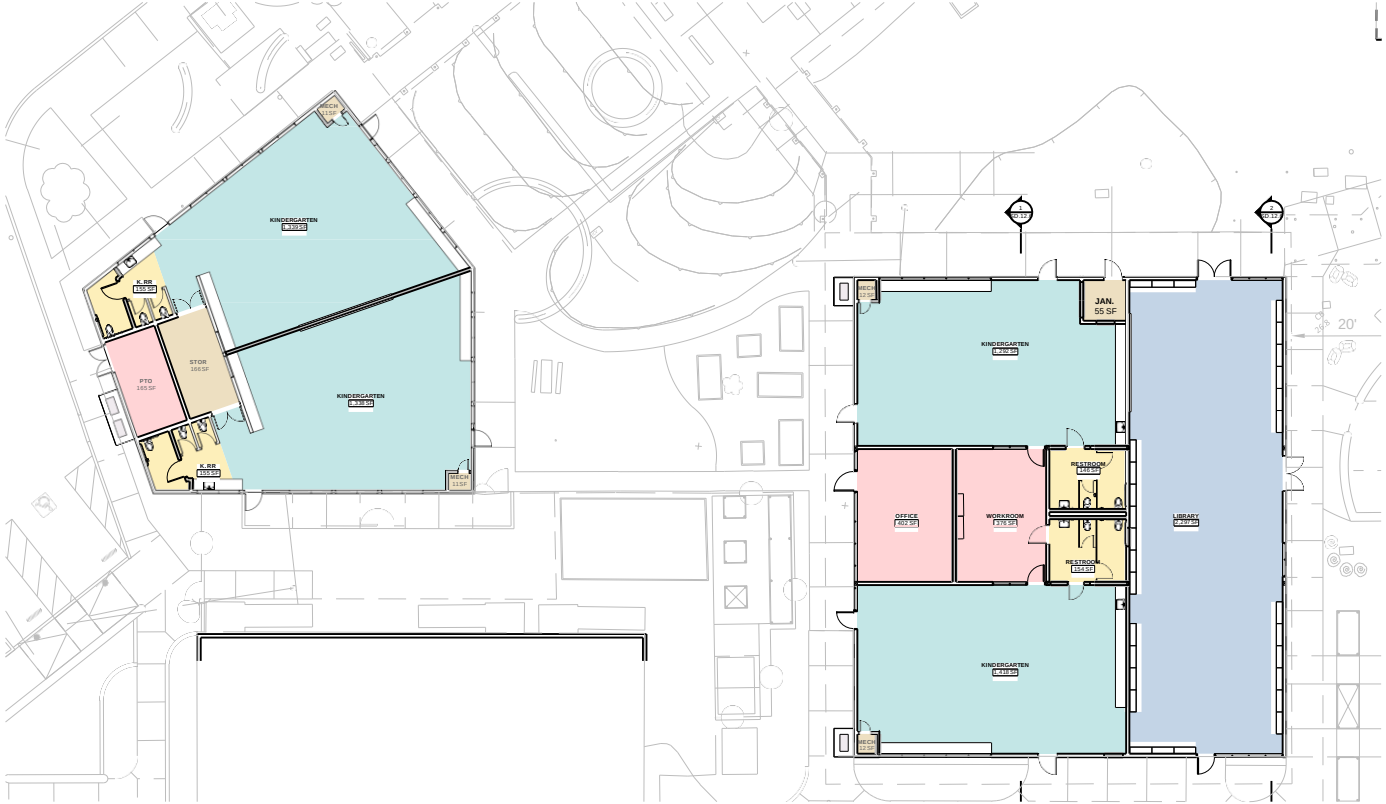


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BLDGS. K & D - FLOOR PLANS

EL GRANADA ELEMENTARY SCHOOL | BLDGS A, K, D & M

QUATTROCCHI KWOK ARCHITECTS

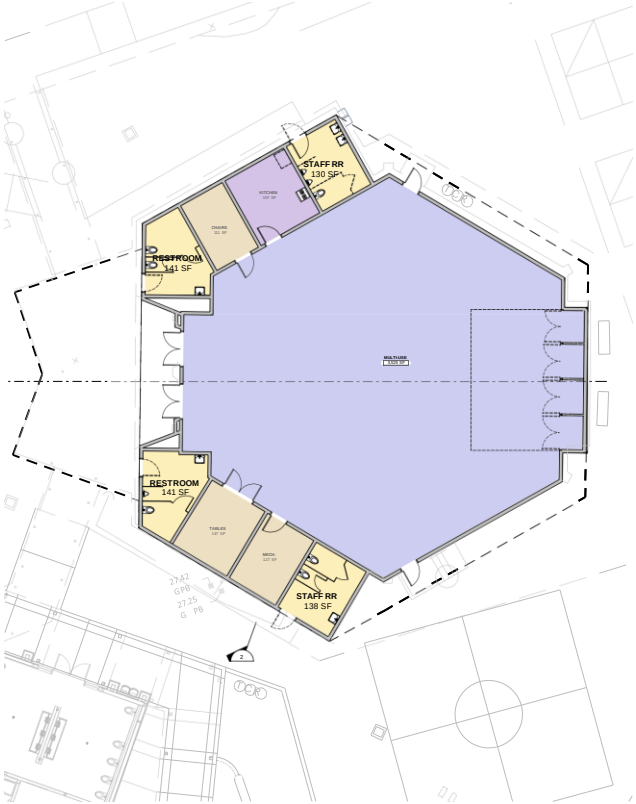


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BLDG. M - FLOOR PLANS - DEMO & NEW

EL GRANADA ELEMENTARY SCHOOL | BLDGS A, K, D & M

QUATTROCCHI KWOK ARCHITECTS



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Integrated El Granada Modernization Approval

Staff requests approval of El Granada Elementary Phase 2 as integrated with previously approved Phase 1:

MODERNIZATION PROJECTS	El Granada Elementary
EGE Phase 1	$ 25,871,931.00
EGE Phase 2	$ 20,062,589.00
Totals	$ 45,934,520.00

Next Steps: Continued Work

- Construction Company: Rodan Builders
- Architects: Quatrocchi Kwok Architects Firm (QKA)
- Status: DSA Approved:

  1. Building 0.5 Complex

  2. Constructing New Building

  3 Modernizing Buildings: A(Admin), K(Kinder), D (Library), and M (Multi-purpose room)
- CEQA and Coastal Development Permit – **In Process**

CUSD Bond Program Legal Authority

- Governing Board: Approves Project Designs and Cost
- Superintendent: Ensures/Facilitates that CUSD Staff Executes Projects
- Citizens Oversight Committee: Ensures that Bond Proceeds are spent only on projects listed in the *Bond Project List*
- Independent Annual Financial Audit: Ensures that Bond Proceeds are spent on authorized projects

Questions?

Thank you!