Regular Board Meeting

CABRILLO UNIFIED SCHOOL DISTRICT

Published on August 2, 2024 at 11:16 AM PDT

Date and Time

Thursday, August 8, 2024 at 6:30 PM PDT

Location

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 (accessible seating, documentation in an accessible format, etc.) should contact the Administrative Assistant to the Superintendent at acostar@cabrillo.k12.ca.us or (650) 240-3146. Please notify the district at least 48 hours before the meeting to facilitate reasonable arrangements for accessibility and necessary accommodations, auxiliary aids, or services.

The District provides Spanish interpretation upon request. To request this service, please contact the Administrative Assistant to the Superintendent at acostar@cabrillo.k12.ca.us or (650) 240-3146.

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. Additionally, these documents are accessible on the district's website, cabrillo.k12.ca.us.

PUBLIC COMMENTS GUIDELINES

Members of the public are encouraged to participate in Board meetings and express their views on agenda items or matters within the Board's jurisdiction. To facilitate this, there are two methods available for providing comments:

Submission of Written Comments in Advance: Written comments can be submitted using the Google Public

Comments form at cusd.info/comments. Comments are accepted from the posting of the agenda until 3:00 p.m. on the day of the meeting. Comments should not exceed 300 words; longer comments may not be shared publicly during the meeting. However, all comments received by the deadlines described above, whether or not they are shared publicly during the meeting, will be made available to all Board members and included in the minutes.

Provision of In-Person Comments During the Meeting: To address the Board during the meeting, members of the public should submit a "Request to Address the Board" slip, available on the handout table, to the Administrative Assistant to the Superintendent before the item is introduced. It is recommended to submit the slip as early as possible. When recognized by the Board President, speakers should proceed to the podium and keep their comments brief.

The Board limits total public input to 20 minutes per item, with equitable adjustments to time limits to accommodate diverse viewpoints. In exceptional circumstances requiring full public input, the Board President, with Board consent, may adjust the time allowed per speaker or for public input as needed. The Board 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 monitor time and notify speakers when there are 30 seconds remaining and when the time is up. Please adhere to these time limits

- **Nonagenda and Consent Items** may be addressed under Public Comments.
- **Agenda Items** may be addressed after the staff presentation.

IMPORTANT BOARD PROTOCOLS REGARDING PUBLIC COMMENTS

The CUSD Governing Board does not act upon matters non-agendized except under limited circumstances as permitted by law. Matters raised will be referred to staff for further examination and action where appropriate.

All Regular Board meetings are broadcast live on PacificCoast.TV. Video recordings, if available, will be uploaded to our Governing Board Meetings YouTube channel in the days following the meeting.

I. Opening Items

A. Call Public Session to Order

B. Roll Call / Quorum

C. Pledge of Allegiance

D. Approval of the Agenda

II. 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

III. CONSENT AGENDA

Items listed under the Consent Agenda are of a routine nature and are not anticipated for Board discussion. The Superintendent recommends their approval. If any Board member requests the removal of an item from the consent agenda, it shall be taken off and individually considered as a regular agenda item. The Consent Agenda requires a motion, a second, and approval by a roll call vote. Each item approved by the Governing Board on the Consent Agenda is considered in full and adopted as recommended.

A. Cunha Intermediate School Outdoor Education Field Trip to YMCA Camp Jones Gulch, La Honda, California, September 16-20, 2024

Coversheet.pdf (p. 7)

B. Re-adoption of the Revised Local Control Accountability Plan (LCAP) 2024-27, LCFF Budget Overview for Parents (BOP), and LCAP Annual Update 2023-24

Coversheet.pdf (p. 8)

2024_LCFF_Budget_Overview_for_Parents_Cabrillo_Unified_School_District_20240730.pdf (p. 10)

2024_Local_Control_and_Accountability_Plan_Cabrillo_Unified_School_District_20240730.pdf (p. 14)

2024_LCAP_Annual_Update_for_the_2023-24_Cabrillo_Unified_School_District_20240730.pdf (p. 154)

C. 2024-25 Consolidated Application

Coversheet.pdf (p. 202)

Consolidated Application and Reporting System (CARS).pdf (p. 203)

D. Expanded Learning Services Fee-Based Pilot Program for 2024-25 School Year Ratification

Coversheet.pdf (p. 205)

E. EdTheory MOU Contract Services for 2024-25 School Year

Coversheet.pdf (p. 207)

EdTheory Contract.pdf (p. 208)

F. SPG (Speech and Language Therapist) MOU for 2024-25 School Year

Coversheet.pdf (p. 214)

SPG Independent Contract.pdf (p. 215)

G. StarVista's Strengthen our Youth Program MOU for 2024-25 School Year

Coversheet.pdf (p. 221)

StarVista_MOU_2024-25.pdf (p. 222)

H. Gateway Community School Agreement for 2024-25 School Year

Coversheet.pdf (p. 230)

Gateway_Community_School_Agreement 2024-25.pdf (p. 231)

I. Certificated Personnel Report

Coversheet.pdf (p. 237)

J. Classified Personnel Report

Coversheet.pdf (p. 239)

K. Stanford University Agreement for Teacher Candidates

Coversheet.pdf (p. 240)

Stanford_Agreement_2024-26.pdf (p. 241)

L. University of San Francisco MOU for Intern Credential Candidates

Coversheet.pdf (p. 249)

USF_MOU_2024-29.pdf (p. 250)

M. 2024-25 Management/Unrepresented Salary Schedules Update

Coversheet.pdf (p. 259)

Management-Unrepresented_Salary Schedule_08.08.2024_rev_v2_08.09.2024.pdf (p. 260)

N. Warrant Register Report Processed

Coversheet.pdf (p. 261)

060124-063024 Warrant Register.pdf (p. 262)

070124-072524 Warrant Register.pdf (p. 282)

O. Excess Reserves Statement 08.08.2024

Coversheet.pdf (p. 292)

Appendix_B_Statement_of_Reasons_for_Excess_Reserves.pdf (p. 293)

P. Quarterly Report on Williams Uniform Complaints

Coversheet.pdf (p. 294)

2023-24_Williams_UCP_Report_Q4.pdf (p. 295)

Q. Change in Board Meeting Starting Time from 6:00 PM to 6:30 PM

Coversheet.pdf (p. 296)

2024_Board_Meetings_Schedule_APPD_231214_Revised_240808.pdf (p. 297)

9320 BB Meetings And Notices_240808_DRAFT.pdf (p. 298)

R. Regular and Special Governing Board Meetings Minutes

Coversheet.pdf (p. 305)

2024-06-12_Special_Board_Meeting_Minutes_DRAFT.pdf (p. 306)

2024-06-13_Regular_Board_Meeting_Minutes_DRAFT.pdf (p. 308)

2024-06-26_Special_Board_Meeting_Minutes_DRAFT.pdf (p. 314)

2024-06-27_Regular_Board_Meeting_Minutes_DRAFT.pdf (p. 316)

IV. GENERAL BUSINESS

A. Los Listos Early Learning Program 2024 Presentation (Information)

Coversheet.pdf (p. 321)

Los Listos Early Learning Program Slide Presentation 2024.pdf (p. 322)

B. Summer School 2024 Presentation (Information)

Coversheet.pdf (p. 337)

Summer School Slide Presentation 2024.pdf (p. 338)

C. Staffing Update 2024 Presentation (Information)

Coversheet.pdf (p. 379)

CUSD_Governing_Board_Staffing_Update_2024.pdf (p. 380)

D. CUSD Fiscal Update (Information)

Coversheet.pdf (p. 386)

E. CSEA Tentative Agreement (Vote)

Coversheet.pdf (p. 388)

CSEA_Tentative_Agreement_07.10.2024.pdf (p. 389)

CSEA Master Classified Salary Schedule (4% increase)_rev_v2_08.09.2024.pdf (p. 391)

CSEA Master Classified Salary Schedule (4% increase).pdf (p. 394)

F. Public Disclosure of Collective Bargaining Agreement for CSEA (Information)

Coversheet.pdf (p. 395)

AB_1200_CSEA_Disclosure_-_Collective_Bargaining_FY_24-25.pdf (p. 396)

Cabrillo_FY_24-25_CSEA_Disclosure_Collective_Bargaining_Final.pdf (p. 397)

G. Bond ProgramConstruction Update (Information)

Coversheet.pdf (p. 407)

Bond_Construction_Update_Slide_Presentation_08.08.2024_rev_v2_08.09.2024.pdf (p. 408)

H. Phase I Studio W Contract Amendment (Vote)

Coversheet.pdf (p. 442)

Farallone View ES _Fee Increase for $20M Update 07.12.2024.pdf (p. 444)

I. Resolution 20-2024 Budgetary Increases and Transfers at Year-End 2024 (Vote)

Coversheet.pdf (p. 447)

Resolution_20-2024_Budgetary_Increases_and_Transfers_at_Year-End_2024.pdf (p. 448)

J. Resolution 21-2024 Authorized Representatives as Signatories (Vote)

Coversheet.pdf (p. 450)

Resolution_21-2024_Signatories_08.08.2024.pdf (p. 451)

K. Associate Superintendent of Human Resources and Student Services Contract (Vote)

Coversheet.pdf (p. 452)

Associate_Superintendent_of_Human_Resources_and_Student_Services_Contract_2024.pdf (p. 453)

V. GOVERNANCE MATTERS

A. Board Discussion on Governing Board Operations (Discussion)

Coversheet.pdf (p. 457)

B. Board Discussion on Governing Board New Business (Discussion)

Coversheet.pdf (p. 458)

VI. Closing Items

A. Future Events (Information)

- **Sunday, August 11, 2024:** Board Retreat, District Office Board Room, 9:00 a.m.
- **Thursday, August 15, 2024:** First Day of School - Join CUSD as we warmly welcome our teachers, staff, students, and families to the start of an exciting new school year!
- **Thursday, August 29, 2024:** Farallone View Back to School Night, 6:00 p.m.
- **Thursday, September 12, 2024:** Regular Board Meeting, Cunha Intermediate School Multipurpose Room, 6:30 p.m.

B. Adjourn Meeting (Vote)

Coversheet

Cunha Intermediate School Outdoor Education Field Trip to YMCA Camp Jones Gulch, La Honda, California, September 16-20, 2024

Section: III. Consent Agenda
Item: A. Cunha Intermediate School Outdoor Education Field Trip to YMCA Camp Jones Gulch, La Honda, California, September 16-20, 2024
Purpose: Vote
Submitted by: Bianca Forrester

BACKGROUND:

The Cunha Intermediate School's Social Studies teachers, along with additional adults, chaperon approximately 150 6th-grade students to participate in a week-long field trip to YMCA Camp Jones Gulch in La Honda, California for Outdoor Education yearly.

The financial impact is included in the budget. The trip is partially funded by the fundraising efforts of Cunha's parents and District grants.

RECOMMENDATION:

Approve as submitted.

Prepared by Suzanne Pendergast.

Coversheet

Re-adoption of the Revised Local Control Accountability Plan (LCAP) 2024-27, LCFF Budget Overview for Parents (BOP), and LCAP Annual Update 2023-24

Section: III. Consent Agenda
Item: B. Re-adoption of the Revised Local Control Accountability Plan (LCAP) 2024-27, LCFF Budget Overview for Parents (BOP), and LCAP Annual Update 2023-24
Purpose: Vote
Submitted by: Leticia Bhatia
Related Material:
2024_LCFF_Budget_Overview_for_Parents_Cabrillo_Unified_School_District_20240730.pdf
2024_Local_Control_and_Accountability_Plan_Cabrillo_Unified_School_District_20240730.pdf
2024_LCAP_Annual_Update_for_the_2023-24_Cabrillo_Unified_School_District_20240730.pdf

BACKGROUND:

The Local Control Accountability Plan (LCAP) is a component of the Local Control Funding Formula (LCFF), and all Local Education Agencies (LEAs) are required to prepare an LCAP. This plan is supposed to describe how districts intend to meet annual goals for all students with specific activities to address state and local priorities. There are eight state priorities that the LCAP Goals must address – student achievement, student engagement, student outcomes, school climate, parental involvement, basic services, implementation of common core, and course access. In addition, they must focus on what actions/services or programs we believe will best support students in their learning.

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2024-2027 LCAP year must be posted as one document assembled in the following order:

- LCFF Budget Overview for Parents
- Annual Update with instructions
- Plan Summary
- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income Students
- Expenditure Tables
- Instructions

The attached documents will provide you with a draft and summary of the following items:

- LCAP Budget
- LCAP Annual Update
- Local Indicators Update

- Local Control and Accountability Plan Update

CUSD received a list of clarifications from our San Mateo County Office of Education (SMCOE) partners pertaining to CUSD's Local Control Accountability Plan previously approved at the June 27, 2024, CUSD Governing Board meeting. CUSD has now addressed all the clarifications, and the LCAP has been updated and is posted on our district website at:

https://www.cabrillo.k12.ca.us/about_us/lcap_budget_plan

Once SMCOE confirms and approves that all the clarifications have been adequately addressed in our updated CUSD LCAP version, which was released on August 8, 2024, we will provide an additional consent board item to our Governing Board.

The clarifications have been addressed for the 2024-25 LCAP; the Budget Overview for Parents (BOP) and LCAP Annual Update are included as one document.

RECOMMENDATION:

It is recommended that the Cabrillo Unified School District (CUSD) Governing Board approve the re-adoption of the revised LCFF Local Control Accountability Plan (LCAP) 2024-27, LCFF Budget Overview for Parents (BOP), and Annual Update section of the Local Control Accountability Plan (LCAP) 2024-27.

Prepared by Josefina Infanzon and Leticia Bhatia.

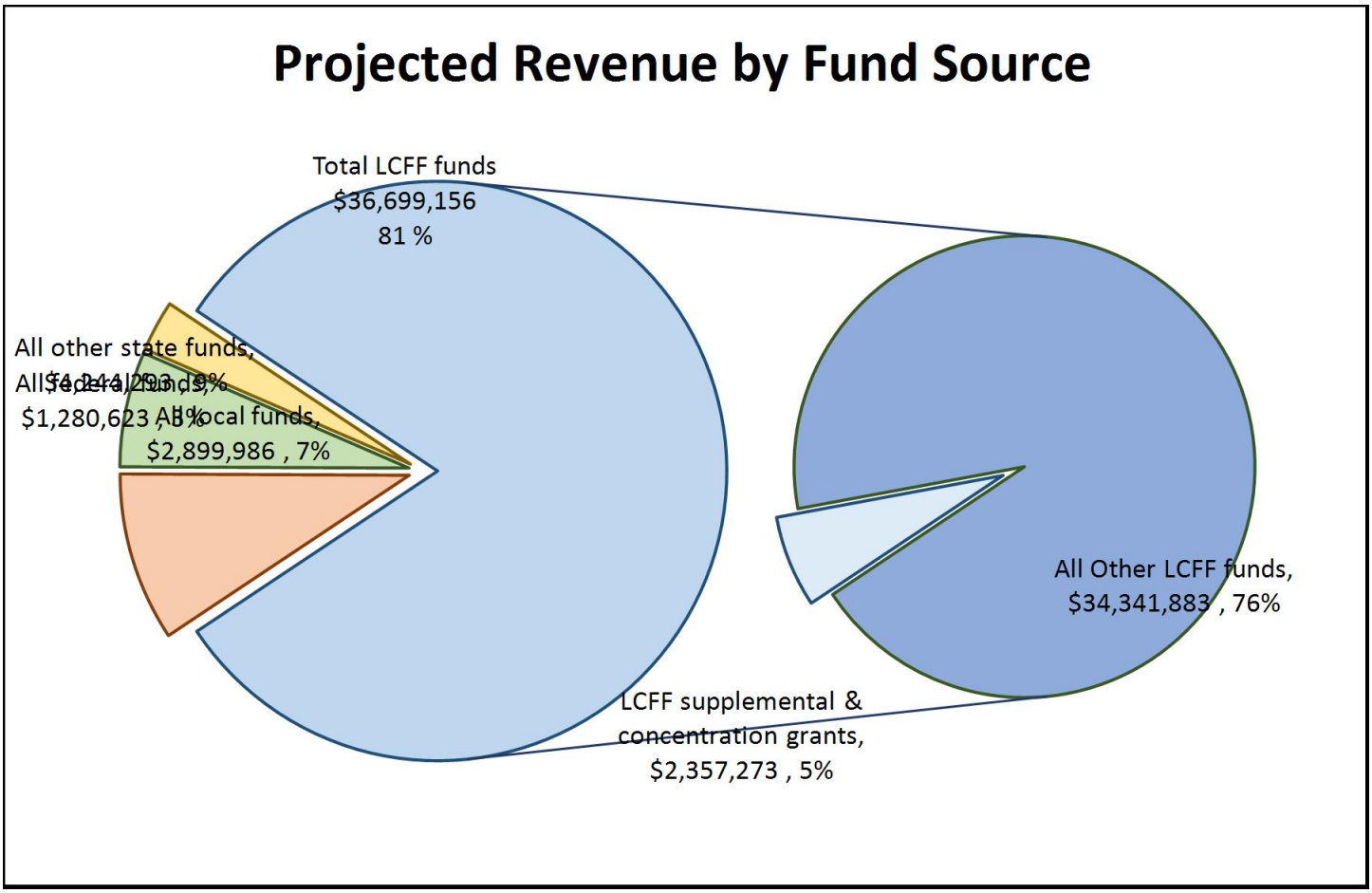
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cabrillo Unified School District
CDS Code: 41-68890-0000000
School Year: 2024-25
LEA contact information:
Amber Lee-Alva
Superintendent

(650) 712-7100

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

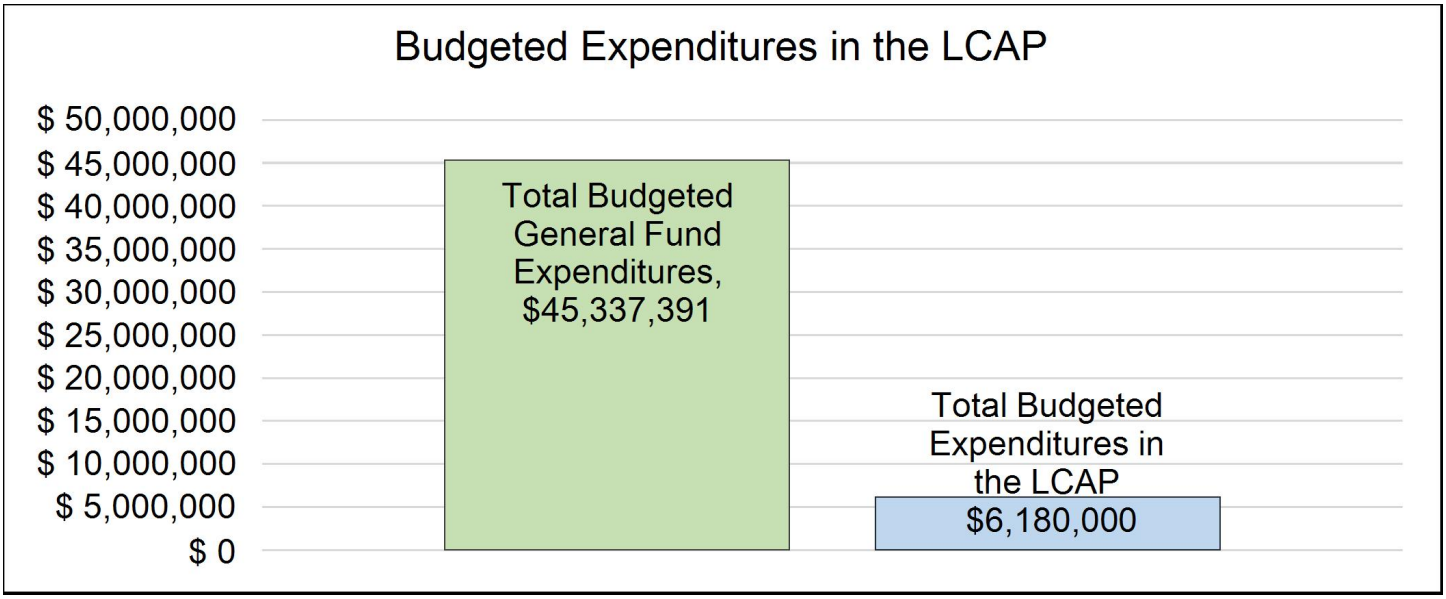


This chart shows the total general purpose revenue Cabrillo Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cabrillo Unified School District is $45,124,058, of which $36,699,156 is Local Control Funding Formula (LCFF), $4,244,293 is other state funds, $2,899,986 is local funds, and $1,280,623 is federal funds. Of the $36,699,156 in LCFF Funds, $2,357,273 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Cabrillo Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

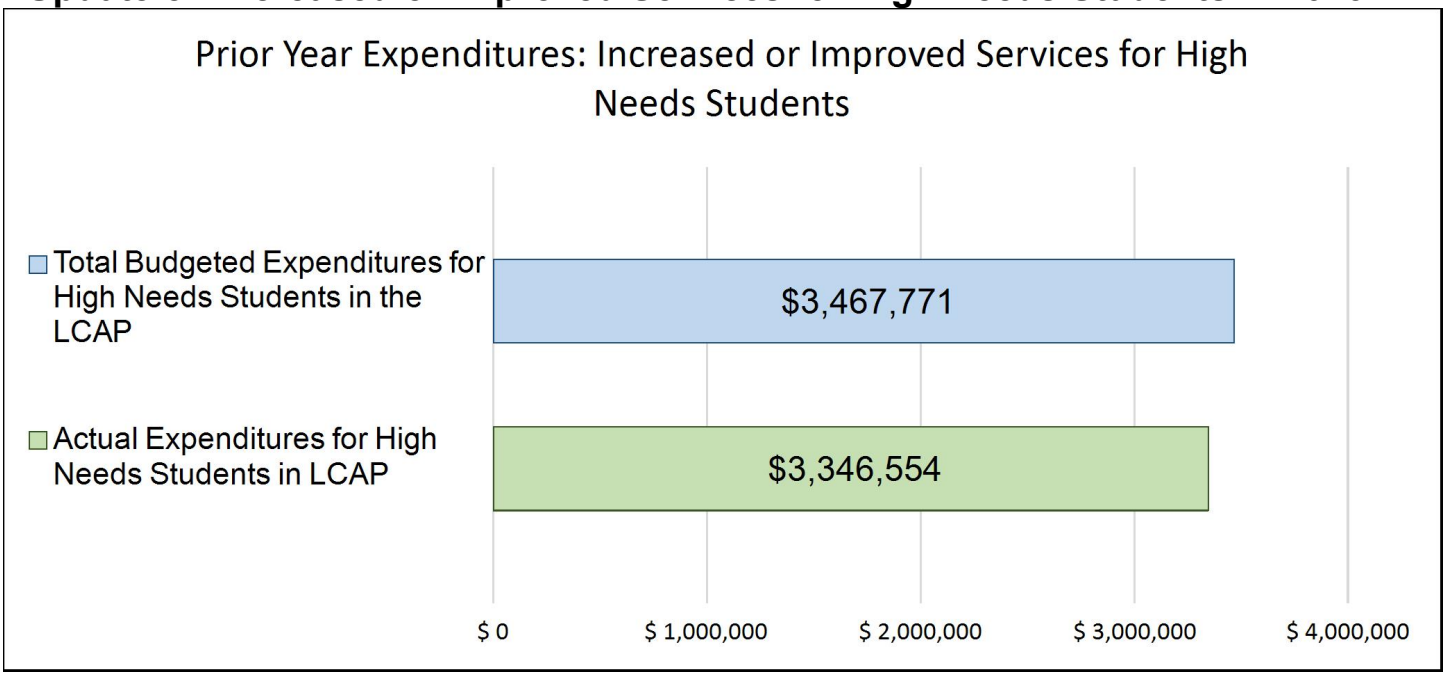
The text description of the above chart is as follows: Cabrillo Unified School District plans to spend $45337391 for the 2024-25 school year. Of that amount, $$6,180,000.00 is tied to actions/services in the LCAP and $39,157,391 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Cabrillo Unified School District is projecting it will receive $2,357,273 based on the enrollment of foster youth, English learner, and low-income students. Cabrillo Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cabrillo Unified School District plans to spend $$3,525,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Cabrillo Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cabrillo Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Cabrillo Unified School District's LCAP budgeted $$3,467,771.00 for planned actions to increase or improve services for high needs students. Cabrillo Unified School District actually spent $$3,346,554.00 for actions to increase or improve services for high needs students in 2023-24.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cabrillo Unified School District	Amber Lee-Alva Superintendent	amberleealva@cabrillo.k12.ca.us (650) 712-7100

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Cabrillo Unified School District (CUSD) is located just south of San Francisco on the coast of San Mateo County and encompasses an area of approximately 135 square miles. During the 2023-2024 school year, our student population is a total of 2,663 Students (Source: CALPADS).

Below are the demographics of our student subgroups: (Source: CALPADS)
English Learners: 448 (17%)
Socio-Economically Disadvantaged: 1081 (40.0%)

At CUSD there are 7 ethnic subgroups. Below are subgroups categories that have at least 10 students or more:
Hispanic/Latino: At CUSD there are 7 ethnic subgroups.

Below are subgroups categories that have at least 10 students or more:
Hispanic/Latino: 1,399 (52.53%)
White: 1,066 (40.00%)
Two or More Races: 133 (5%)
Asian: 42 (1.57%)
Filipino: 18 (0.67%)
Black/African American: 9 (0.33%)
Other: 11 (0.4 %)
CUSD serves students from preschool through adult school. We operate two preschool programs, four elementary schools, one intermediate school, one comprehensive high school, one alternative high school/continuation school, and one adult education program.

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At CUSD, we have adopted an Equity Policy that is at the core of our Local Control Accountability Plan (LCAP) and all district and site-based school improvement plans. The actions and services offered at CUSD are research-based practices that have been proven to close the achievement gap.

During the 2023-2024 school year, we also engaged in a Multi-tiered System of Support (MTSS) is the framework that we continue to implement to ensure all students have the opportunity to be successful.
Some of our initiatives include the following:
* Engagement in an Equity Audit
* Development of a Strategic Plan for Professional Development for Certificated and Classified Staff
* English Language Development (ELD) Support
*Professional Development focused on ELA Adopted core material (Tier 1 supports)
* Interventions (Academic and Social)
* Advancement Via Individual Determination (AVID)
* Environmental Sustainability
* Secondary Dual Enrollment and Concurrent Enrollment
* Advanced Placement, Early College, and Career Technical Education (CTE) Pathways
* Secondary Mathematics and Elementary Science Adoptions
* Dual-Enrollment
* Positive Behavior Interventions and Supports (PBIS)
* Wellness Services
* Community Liaisons and Parent Outreach
* Individualized Education Programs

To meet our LCAP goals in supporting student success, we continue to grow and strengthen partnerships with local organizations including the Big Lift Learning Initiative, Boys and Girls Club, Chamber of Commerce, Half Moon Bay Rotary, HEAL Project, Ayudando Latinos A Sonar (ALAS), the San Mateo Sheriff's Activities League, the Cabrillo Education Foundation, District English Learner Advisory Committee,

and school-based Parent Teacher Organizations within our District.

As Cabrillo Unified School District (CUSD) reflects on our 2023-2024 LCAP, we have seen many successes/progress using mainly our local qualitative and quantitative data.

CA DASHBOARD DATA (2023-2024)
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The CA DASHBOARD 2023 2024 data will be reported as baseline data. After a careful review of our CA DASHBOARD 2023/2024 data, which
we will use as our baseline data, we had great success in various indicators.

Now that we will have two years of Data, we will be able to report the levels and compare the baseline data which used Red, Orange, Yellow, Green, and
Blue to compare growth.

Next academic school year, the 2024-2025 school year, we will measure growth by comparing CA DASHBOARD 2022-2023 to CA Dashboard 2023-2024 data.

For CUSD "All Students", we demonstrated the following gains/successes on the following LCAP Indicators:

(1) ACADEMIC PERFORMANCE

English Language Arts:

Students with Disabilities
Performance Level| Orange
111.3 points below standard
Increased 10 Points
Number of Students: 206

Two or More Races
Performance Level| Blue
45.6 points above standard
Maintained 1.9 Points
Number of Students: 61

Mathematics:

ALL Student

Performance Level | Yellow
62 points below standard
Increased 3.8 Points
Number of Students: 1,314

Socioeconomically Disadvantaged
Performance Level| Orange
108.7 points below standard
Increased 3.1 Points
Number of Students: 596

Students with Disabilities
Performance Level| Orange
136.4 points below standard
Increased 15.9 Points
Number of Students: 205

White
Performance Level| Green
7.3 points below standard
Increased 15 Points
Number of Students: 506

Two or More Races
Performance Level| Green
12.6 points above standard
Increased 13.2 Points
Number of Students: 62

(2) ACADEMIC ENGAGEMENT

Chronic Absenteeism:

ALL Student
Performance Level| Red
23.7% chronically absent
Increased 1.3%

Number of Students: 1,689

Homeless
Performance Level| Red
45% chronically absent
Increased 7.5%
Number of Students: 20

Socioeconomically Disadvantaged
Performance Level| Red
26.9% chronically absent
Maintained -0.2%
Number of Students: 729

White
Performance Level| Red
20.7% chronically absent
Increased 2.6%
Number of Students: 661

Two or More Races
Performance Level| Orange
8.4% chronically absent
Increased 1.7%
Number of Students: 87

Hispanic
Performance Level| Red
26.6% chronically absent
Maintained -0.3%
Number of Students: 902

(3) CONDITIONS AND CLIMATE

Suspension Rate:

Hispanic
Performance Level| Red

26.6% chronically absent
Maintained -0.3%
Number of Students: 902

Utilizing our local district benchmark data and comparing 2021 to 2022 data as well as other local indicators, CUSD demonstrated various successes.

In language arts, we had an increase in overall student performance in the following grades:
4th Grade 37% (13% increase compared to 2021-2022)
7th Grade. 45% (6% increase compared to 2021-2022)
8th Grade 50% (10% increase compared to 2021-2022)
11th Grade 55% (6% increase compared to 2021-2022)

CUSD's percent completion of students meeting graduation requirements.
Hispanic or Latino 86.10% (4% increase compared to 2021-2022)

California Science Test (CAST)
All Students. 12th 20.88 from 39.45% (18.57% increase compared to 2021-2022)

Teacher Induction Program
We continue to serve 100% of our new teachers by providing new teachers with mentorship and support through our San Mateo County Office of Education (SMCOE) new teacher induction services.
Professional Development

During the 2023-2024 school year, we engaged our staff in various types of professional development opportunities centered around equitable best practices and a Multi-Tiered System of Support (MTSS). At the elementary level, we had the opportunity to provide professional development through our adopted curriculum (Advance/Adelante)
Reading data through our Dibels 8th assessment was extracted and data chats were conducted for grades k-3rd. In addition, the district-wide teaching staff was provided additional professional development using ELD strategies to support English Learners and increase academic vocabulary.

AVID Post-Secondary Data
The percentage of AVID students who apply to post-secondary education remained at 100% (Neutral growth compared to 2021-2022)

Career Technical Education Data
We continued to enrich our current Agriculture and Natural Resources, Building, and Construction Trades, and Arts, Media, and Entertainment Pathways. We are working towards building a new Pathway under Information and Communication Technologies.
Overall, our progress can be attributed to the successful implementation of the various research-based actions and services as defined in our Strategic Plan.

Cabrillo Unified School District (CUSD) plans to maintain and build on this year's success through the following actions, services, and supports:
*Continue with full implementation of LCAP Actions and Services directly linked to the successes mentioned
*Provide increased access to actions and services to a larger group of students
*Increase the number of staff members receiving successful professional development opportunities
*Study and replicate successful services and actions to other actions and services that did not demonstrate similar growth

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

****
CA DASHBOARD 2023 DATA
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ACADEMIC PERFORMANCE | English Language Arts

English Language Arts:

ALL Student
Performance Level | ORANGE
31.9 points below standard
Declined 10.2 Points
Number of Students: 1,320

Hispanic
Performance Level| Red
79.5 points below standard
Declined 14.9 Points
Number of Students: 711

White
Performance Level| Green
23 points above standard
Declined 5.8 Points
Number of Students: 509

Socioeconomically Disadvantaged
Performance Level| Red

77.5 points below standard
Declined 7.1 Points
Number of Students: 599

English Learners
Performance Level| Red
96.8 points below standard
Declined 9.5 Points
Number of Students: 416

Students with Disabilities
Performance Level| Orange
111.3 points below standard
Increased 10 Points
Number of Students: 206

Two or More Races
Performance Level| Blue
45.6 points above standard
Maintained 1.9 Points
Number of Students: 61

Homeless
Performance Level| Red
113.3 points below the standard
Declined 22.1 Points
Number of Students: 20

ACADEMIC PERFORMANCE | Mathematics

ALL Student
Performance Level | Yellow
62 points below standard
Increased 3.8 Points
Number of Students: 1,314

Hispanic
Performance Level| Red
110 points below standard
Declined 4 Points

Number of Students: 708

White
Performance Level| Green
7.3 points below standard
Increased 15 Points
Number of Students: 506

Socioeconomically Disadvantaged
Performance Level| Orange
108.7 points below standard
Increased 3.1 Points
Number of Students: 596

English Learners
Performance Level| Red
122.1 points below standard
Declined 4.2 Points
Number of Students: 413

Students with Disabilities
Performance Level| Orange
136.4 points below standard
Increased 15.9 Points
Number of Students: 205

Two or More Races
Performance Level| Green
12.6 points above standard
Increased 13.2 Points
Number of Students: 62

Homeless
Performance Level| Red
174.5 points below standard
Declined 57.4 Points
Number of Students: 20

ACADEMIC ENGAGEMENT | Chronic Absenteeism

ALL Student
Performance Level| Red
23.7% chronically absent
Increased 1.3%
Number of Students: 1,689

Hispanic
Performance Level| Red
26.6% chronically absent
Maintained -0.3%
Number of Students: 902

White
Performance Level| Red
20.7% chronically absent
Increased 2.6%
Number of Students: 661

Socioeconomically Disadvantaged
Performance Level| Red
26.9% chronically absent
Maintained -0.2%
Number of Students: 729

English Learners
Performance Level| Orange
25.9% chronically absent
Declined 1.4%
Number of Students: 428

Students with Disabilities
Performance Level| Orange
33.2% chronically absent
Declined 1.8%
Number of Students: 253

Two or More Races
Performance Level| Orange
8.4% chronically absent
Increased 1.7%

Number of Students: 87

Homeless
Performance Level| Red
45% chronically absent
Increased 7.5%
Number of Students: 20

CONDITIONS AND CLIMATE | Suspension Rate

White
Performance Level| Blue
1% suspended at least one day
Declined 0.5%
Number of Students: 1,110

Hispanic
Performance Level| Red
26.6% chronically absent
Maintained -0.3%
Number of Students: 902

We are using the CA Dashboard 2023 data to highlight the areas of concern regarding Academic Performance. Cabrillo Unified School District (CUSD) will be integrating data chats through the cycle of inquiry, to develop goals focused on these areas, and strategize on how to proceed to increase in these areas. This is an opportunity for collaboration to identify, monitor, and assess the level of implementation of MTSS throughout the district to promote and improve the proficiency levels of all students. CUSD plans to maintain and build on this year's success through the following actions, services, and supports:

To Continue supporting the student's academic growth, CUSD will work collaboratively to develop a sequential plan focused on :
*Continue with full implementation of LCAP Actions and Services directly linked to the successes mentioned
*Provide increased access to actions and services to a larger group of students
*Increase the number of staff members receiving aligned professional development opportunities
*Study and replicate successful services and actions to other actions and services that did not demonstrate similar growth

Lexia Learning discontinued the Rapid Assessment for 2023-2024. In the meantime, we are sharing our 2022-2023 CAASPP results for both English Language Arts and Mathematics since they will be a focal metric in our new LCAP. Please know that for our new 2025-2027 LCAP, the data presented below will be used as our baseline data.

****
Red on CA Dashboard | Annual Performance DATA

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ENGLISH LANGUAGE ARTS (ELA) Academic Performance (Differentiated Assistance) with RED DASHBOARD INDICATORS

School sites within our LEA
*None Identified

Student Groups within the LEA
*Hispanic
*English Learners
*Homeless Youth
*Socioeconomically Disadvantaged

Student Groups within any school within the LEA
A. Hatch Elementary School
**English Learners
**Hispanic
**Students with Disabilities
**Socioeconomically Disadvantaged

B. El Granada Elementary School
**Students with Disabilities
**Socioeconomically Disadvantaged

C. Half Moon Bay High School
**Hispanic
**English Learners
**Socioeconomically Disadvantaged

D. Manuel F. Cunha Intermediate
**Hispanic
**English Learners
**Socioeconomically Disadvantaged

MATHEMATICS ACADEMIC PERFORMANCE (Differentiated Assistance) with RED DASHBOARD INDICATORS

School sites within our LEA
*None Identified

Student Groups within the LEA

*English Learners
*Hispanic
*Homeless Youth

Student Groups within any school within the LEA
A. EL Granada Elementary School
**Students with Disabilities

B. Half Moon Bay High School
**English Learners
**Hispanic

C. Manuel F. Cunha Intermediate
**English Learners
**Hispanic
**Socio-economically Disadvantaged

COLLEGE AND CAREER READINESS (Differentiated Assistance) with RED DASHBOARD INDICATORS

Student Groups within the LEA
*English Learners
*Students with Disabilities

Student Groups within any school within the LEA
A. Half Moon Bay High School
***English Learners
***Students with Disabilities

ENGLISH LEARNER PROGRESS (Differentiated Assistance) with RED DASHBOARD INDICATORS

Student Groups within our LEA
*English Learners

School sites within our LEA
*Hatch ES
*El Granda ES
*Half Moon Bay High School

Student Groups within any school within the LEA

A. Hatch Elementary School
**English Learner

B. El Granada Elementary School
**English learner

C. Half Moon Bay High School
**English Learner

SUSPENSION RATES (Differentiated Assistance) with RED DASHBOARD INDICATORS

School sites within our LEA
*None Identified

Student Groups within the LEA
*Homeless Youth
*Students with Disabilities

Student Groups within any school within the LEA
A. Half Moon Bay High School
**Students with Disabilities

B. Manuel F. Cunha Intermediate
**Students with Disabilities
**Hispanic
**Socioeconomically Disadvantaged

CHRONIC ABSENTEEISM (Differentiated Assistance) with RED DASHBOARD INDICATORS

School sites within our LEA
*Hatch Elementary School
*Farallone View Elementary School
*Kings Mountain Elementary School

Student Groups within the LEA
*All Students
*Hispanic
*Homeless Youth
*Socio-economically Disadvantaged
*White

Student Groups within any school within the LEA
A. Hatch Elementary School
**All Students
**English Learner
**Hispanic
**Socioeconomically Disadvantaged
**Students with Disabilities

B. El Granada Elementary School
**Students with Disabilities

C. Farallone View Elementary School
**All Students

D. Kings Mountain Elementary School
**All Students
**White

E. Manuel F. Cunha Intermediate
**Socioeconomically Disadvantaged

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NARRATIVE | REFLECTION ON AREAS OF GROWTH AND HOW CUSD WILL ADDRESS IDENTIFIED NEEDS
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After a close analysis of the CA Dashboard Data, the California Assessment of Student Performance and Progress (CAASPP), Differentiated Assistance indicators, and other local data metrics, Cabrillo Unified School District (CUSD) would like to highlight areas of growth.

In English Language Arts, using the CA Dashboard data which uses CAASPP data as a measure of growth, the following students declined in performance: All Students, Hispanic, White, Socioeconomically Disadvantaged, English Learners, and Homeless. Students with Two or More Races maintained status.

In Mathematics, using the CA Dashboard data which uses CAASPP data as a measure of growth, the following students declined in performance: Hispanic, English Learners, and Homeless.

Our subgroups with significant Chronic Absenteeism are All Students, Hispanic, Homeless Youth, Socioeconomically Disadvantaged, and White.

Student subgroups with high suspension rates are Students with Disabilities at Half Moon Bay High School and Manual F. Cunha Intermediate, Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged students.

At CUSD, the most vulnerable student subgroups are Hispanic, Socioeconomically Disadvantaged, English Learners, and Homeless students who showed a significant decline in a combination of indicators including English Language Arts, Mathematics, high suspension, and high chronic absenteeism rates.

Some of our initiatives to address our areas of growth in English Language Arts are as follows: Literacy Block (K-5), Literacy Initiative, Implementation of Science of Reading, Literacy Professional Development, Full Implementation of adopted ELA curriculum (TK-12th), and continued ELA and ELD Intervention Specialist (TK-8th).

To address chronic absenteeism, CUSD will ensure that our attendance staff at all sites are actively and frequently engaged with families of students with high chronic absenteeism rates. In addition, our team will streamline the School Attendance Review Board (SARB) process to access district and county resources for families. In addition, we will create attendance teams at every site to focus on the root causes of absenteeism for students. Lastly, we will increase the education of families to ensure they understand the importance of attendance.

Regarding our need to decrease Suspension rates, in collaboration with district leaders, sites will develop expanded alternatives to exclusionary discipline programs. This includes the expansion of alternatives to suspensions for Alcohol Tobacco and Other Drugs (ATOD) as well as the continued expansion of restorative practices and restorative justice strategies for improving student behavior at all sites.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Cabrillo Unified School District (CUSD) has received technical assistance from our amazing San Mateo County Office of Education (SMCOE) partners to support our work with Differentiated Assistance, particularly for English Language Arts Academic Performance, Mathematics Academic Performance, and College and Career Awareness.

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English Language Arts Academic Performance

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This goal was confirmed through our engagement with educational partners and the community. The importance of academic performance amongst all students was repeatedly emphasized during feedback sessions and throughout survey data. In addition, there is a need to increase student achievement through basic services and targeted best-practice instruction aligned to the state standards. Our ELA Academic performance represents an area of concern, our district will specifically focus on student engagement to improve the outcomes of all identified subgroups.

Additionally, Actions 1.1 and 1.2 in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA.

San Mateo County Office of Education (SMCOE) is supporting our work by training our site and district teams on how to utilize tools, including the principles of Improvement Science, to use data, develop goals, and implement research-based practices to close the English Language Arts Academic Performance gaps.

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Mathematics Academic Performance

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This goal was confirmed through our engagement with educational partners. The importance of Mathematics Academic Performance was repeatedly emphasized during feedback sessions and throughout survey data. In addition, the need to increase professional development focused on Mathematics best practices in mathematics was highlighted. As we work on increasing Math Academic Performance we will ensure to highlight this as an area of concern and strategically focus on data-driven instruction to improve in the identified groups.

Additionally, Actions 1.1A,1.1E,1.1F,1.2D,1.3A, and 1.3B, in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA:

This goal was confirmed through our engagement with educational partners. The importance of preparing our students for college and careers is repeatedly emphasized during feedback sessions and throughout survey data. In addition, the need to increase professional learning to deepen understanding of equity concerns and cultural competence for all educators is the key to ensuring that our students are prepared for college and careers.

Providing credit recovery opportunities for high school students was highlighted and we know this is definitely an area of concern in our district. We will work to support these efforts and ensure that we have well-established lines of communication with our families and staff.

Additionally, Actions 1.1C, 1.1D 1.1E, and 1.1C in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA.

San Mateo County Office of Education (SMCOE) is supporting our work by training our site and district teams on how to utilize tools, including the principles of Improvement Science, to use data, develop goals, and implement research-based practices to close the Mathematics Academic Performance gaps.

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College and Career

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This goal was confirmed through our engagement with educational partners. The importance of preparing our students for college and careers is repeatedly emphasized during feedback sessions and throughout survey data. In addition, the need to increase professional learning to deepen understanding of equity concerns and cultural competence for all educators is the key to ensuring that our students are prepared for college and careers.

Providing credit recovery opportunities for high school students was highlighted and we know this is definitely an area of concern in our district. We will work to support these efforts and ensure that we have well-established lines of communication with our families and staff.

San Mateo County Office of Education (SMCOE) is supporting our work by training our site and district teams on how to utilize tools, including the principles of Improvement Science, to use data, develop goals, and implement research-based practices to our College and Career opportunities for students.

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Chronic Absenteeism

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Through Improvement Science training provided by the San Mateo County Office of Education (SMCOE), our team has engaged in a systematic and evidence-based approach to quality improvement which includes, data analysis tools, PDSA (Plan Do Study Acts) Cycles, and student-centered decision making. Data Analysis supports, an Inquiry to decrease our Chronic Absenteeism rates.

San Mateo County Office of Education (SMCOE) is supporting our work by training our site and district teams on how to utilize tools, including the principles of Improvement Science, to use data, develop goals, and implement research-based practices to decrease our Chronic Absenteeism rates.

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OTHER

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We have also received technical assistance to support programs not limited to Visual Arts and Performing Arts (VAPA), Multilingual Services, Mathematics, Accountability, Data and Assessments, and Career Technical Education (CTE).

San Mateo County Office of Education (SMCOE) is supporting our work by training our site and district teams on how to utilize tools, including the principles of Improvement Science, to use data, develop goals, and implement research-based practices to implement Common Core State Standards and special programs.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable. Cabrillo Unified School District is not identified as a Comprehensive Support and Improvement (CSI) school district.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable. Cabrillo Unified School District is not identified as a Comprehensive Support and Improvement (CSI) school district.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable. Cabrillo Unified School District is not identified as a Comprehensive Support and Improvement (CSI) school district.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
DELAC Meeting (Parents & Community Members)| 2.14.24 @ 6:00pm	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage all educational partners in contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The targeted educational partners were notified about the meeting through coordinated phone blasts and emails. The ELPAC Meetings were conducted in person to accommodate the needs of our English Learner families and maximum participation. Each presentation concluded with a dedicated slide for final notes, providing educational partners with the opportunity to voice their ideas and suggestions. The feedback collected during these sessions was meticulously documented by the presenter. These collected insights have been compiled and integrated into the development of our new LCAP, ensuring that the plan reflects the collective input and priorities of our educational community.
Educational Partner Meeting (teachers, administrators, principals, students and local bargaining units) | 3.7.24 @ 10:00 am	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage all educational partners in contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The targeted educational partners were notified about the meeting through coordinated phone blasts and emails. Meetings were conducted both virtually via Zoom and in-person to accommodate various preferences and ensure maximum participation.

Educational Partner(s)	Process for Engagement
	Each presentation concluded with a dedicated slide for final notes, providing educational partners with the opportunity to voice their ideas and suggestions. The feedback collected during these sessions was meticulously documented by the presenter. These collected insights have been compiled and integrated into the development of our new LCAP, ensuring that the plan reflects the collective input and priorities of our educational community.
Educational Partner Meeting (teachers, administrators, principals, students and local bargaining units) | 3.7.24 @ 5:00 pm	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage all educational partners in contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The targeted educational partners were notified about the meeting through coordinated phone blasts and emails. Meetings were conducted both virtually via Zoom and in-person to accommodate various preferences and ensure maximum participation. Each presentation concluded with a dedicated slide for final notes, providing educational partners with the opportunity to voice their ideas and suggestions. The feedback collected during these sessions was meticulously documented by the presenter. These collected insights have been compiled and integrated into the development of our new LCAP, ensuring that the plan reflects the collective input and priorities of our educational community.
Expanded Learning Opportunities Program((Parents & Community Members)) Meeting | 3.7.24 @ 5 pm	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage all educational partners in contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The targeted educational partners were notified about the meeting through coordinated phone blasts and emails. Meetings were conducted in person to accommodate the needs of our expanded learning families. Each presentation concluded with a dedicated slide for final notes, providing educational partners with the opportunity to voice their ideas and suggestions. The feedback collected during these sessions was

Educational Partner(s)	Process for Engagement
	meticulously documented by the presenter. These collected insights have been compiled and integrated into the development of our new LCAP, ensuring that the plan reflects the collective input and priorities of our educational community.
CSEA Meeting (Classified Staff/ School Personnel) | 3.21.24 @ 3:30pm	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage all educational partners in contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The targeted educational partners were notified about the meeting through coordinated phone blasts and emails. Meetings were conducted both virtually via Zoom and in-person to accommodate various preferences and ensure maximum participation. Each presentation concluded with a dedicated slide for final notes, providing educational partners with the opportunity to voice their ideas and suggestions. The feedback collected during these sessions was meticulously documented by the presenter. These collected insights have been compiled and integrated into the development of our new LCAP, ensuring that the plan reflects the collective input and priorities of our educational community.
CUTA Meeting (Certificated Staff/Teachers) | 3.28.24 @ 3:30pm	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage all educational partners in contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The targeted educational partners were notified about the meeting through coordinated phone blasts and emails. Meetings were conducted both virtually via Zoom and in-person to accommodate various preferences and ensure maximum participation. Each presentation concluded with a dedicated slide for final notes, providing educational partners with the opportunity to voice their ideas and suggestions. The feedback collected during these sessions was meticulously documented by the presenter. These collected insights have been compiled and integrated into the development of our new

Educational Partner(s)	Process for Engagement
	LCAP, ensuring that the plan reflects the collective input and priorities of our educational community.
Educational Partner Meeting (parents of students with Individual Education Plans) 6.6.24 @1:00pm	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage all educational partners in contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The targeted educational partners were notified about the meeting through coordinated phone blasts and emails. Meetings were conducted both virtually via Zoom and in-person to accommodate various preferences and ensure maximum participation. Each presentation concluded with a dedicated slide for final notes, providing educational partners with the opportunity to voice their ideas and suggestions. The feedback collected during these sessions was meticulously documented by the presenter. These collected insights have been compiled and integrated into the development of our new LCAP, ensuring that the plan reflects the collective input and priorities of our educational community.
Special Education Local Plan Area (SELPA) Monthly Meeting | 3.22.34 and 5.24.24 at San Mateo County Office of Education	At each SELPA meeting topics and presentations were focused on all LCFF priority areas. The purpose of these meetings was for Administrative Counsel members to engage productively in opportunities for the development of goals and actions for specific priorities area being developed in each district's LCAP. The Director of Educational Support Services attended both meetings and provided notes to the district team.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

At Cabrillo Unified School District (CUSD), we are deeply committed to involving a diverse array of stakeholders in developing our Local Control and Accountability Plan (LCAP).
Our stakeholder group is comprehensive, comprising site parent leaders, leaders of parents with children learning English, classified and certificated union leaders and staff, as well as site and district administrators.
By hosting a series of LCAP input meetings and conducting various surveys throughout the year, we have gathered valuable qualitative data. This feedback has been instrumental in shaping our goals, metrics, actions, and budgeted expenditures, ensuring that they are aligned with the needs and priorities of our community. The following actions were influenced by our stakeholders.

Alignment of LCAP Goals with Community Feedback

***Goal 1:

Action 1.1: Implementation of early literacy and intervention programs.
Action 1.2: Early Literacy Efforts for Broader Academic Readiness
Action 1.2A | Increase professional learning to deepen understanding of equity concerns and cultural competence for all educators

Action 1.1E: Provide academic interventions and enrichment opportunities during and/or after regular school hours

Action 1.1F: Evolve high school academic programs and processes to increase opportunities and participation in courses of high interest and value to students

Action 1.3A: Continue training staff on best practice models of first instruction in the classroom to lower needs for intervention later

Action 1.3B: Provide staff with culturally responsive curricula and materials to support inclusive and supportive learning environments

***Goal 2:
Action 2.1A: Increase English Language Development Supports (PK-8th grade) to help reclassify students earlier to English proficient status for increased access to academic courses

Action 2.1B: Increase teacher training and monitor the use of classroom ELD Strategies to support students with Designated and Integrated ELD

Action 2.1D: Integrate culturally relevant enrichment programs and wellness supports into core curricula

***Goal 3:

Action 3.1B: Utilize measurement and monitoring systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services

Action 3.1E: Implement a PK-12th MTSS tiered plan of staff and student support providing standardized intervention strategies designed to enhance core instruction and serve student needs

Action 3.2A: A Continue implementation of Positive Behavior Intervention Support (PBIS), Multi-Tiered System of Supports (MTSS), and Pyramid Framework for PK-12 (5.1)Action

3.2B: Implement evidence-based Social Emotional Learning (SEL) programs and curriculum in grades PK-12 to support student well-being

Action 3.2C: Provide access to direct school-based mental health counseling programs that are evidence-based to help support student engagement and well-being
(LCAP 4.1)

Conclusion
By aligning our LCAP goals with community feedback, we are fostering a more supportive and effective educational environment that prioritizes the needs of all students. The collaborative efforts and insights from our stakeholders have been pivotal in shaping our strategic actions, ensuring that we address the specific needs and challenges faced by our diverse student population.

We have included the following engagement meeting and the dates that these pertinent stakeholder groups met with CUSD personnel and provided valuable information:

LCAP INPUT MEETINGS 2023-2024

- DELAC Meeting | 2.14.24 @ 6:00pm
- Educational Partner Meeting | 3.7.24 @ 10:00 am
- Educational Partner Meeting | 3.7.24 @ 5:00 pm
- Expanded Learning Opportunities Program (ELOP) Meeting | 3.7.24 @ 5 pm
- Educational Partners Meeting | 3.21.24 @ 5:00 pm (No attendees)
- CSEA Meeting | 3.21.24 @ 3:30pm
- CUTA Meeting | 3.28.24 @ 3:30pm

We have obtained qualitative data from meetings (online via Zoom and/or in-person) and various surveys pertinent to our district goals and services.
The information we obtained fell under the following categories:

*DELAC Meeting | 2.14.24 @ 6:00pm

MAIN THEMES:

Student Support and Development
*Additional year-round academic, behavioral, and social-emotional support for all students, especially students with special needs
*Early literacy and intervention programs
Teacher and Staff Excellence

Retention of teachers and staff

*Increasing diversity among teachers and staff

Professional development on:
*Building rapport with students
*Creating a supportive and inclusive learning environment
*Engaging students in learning
*Providing better academic support to students

Safe and Positive School Environment
*Ensuring a positive and safe school environment for students, teachers, and staff

Data-Driven Instruction
*Using assessment and data analysis to inform instruction

College and Career Readiness
*Preparing students for college

Feedback Notes:

Academic Improvement
Provide additional support to help identify students with special needs
Add additional staffing to support students with special needs
Additional comprehensive support for students with special needs
Hire additional Latinx staff to represent our student population
Create a productive environment and culture where students and staff develop trust.
Recruit more bilingual/ Latino counselors who can connect with students and support the family needs.
Apply appropriate resources to areas of focus and hire a diverse staff in all areas
Recruit more additional bilingual staff and
Contract personnel that are specialized to help students with attention deficit disorders and other areas of expertise according to the students that we serve.

Equity Focus
Provide all students with equitable access to education regardless of race or origin.
We need additional safety personnel for all the CUSD schools.
We need more organized academic and physical opportunities for students
Provide students with behavior support and techniques on how to collaborate with other students.
Training for teachers to encourage more parental involvement at school. There needs to be more teacher-parent collaboration.
Additional academic support to reinforce overall student learning.

We need more diversity in school sports.

Whole Child
We need to ensure that we have sufficient professionals to support our students with mental health. We need, psychologists, therapists, counselors, and other staff working directly with students.
We need responsible staff that are attentive to their jobs and that are there for students.
We need professionals that can support us for the entire school year, not only for a few months.
Once the district and state data is collected, spend time to analyze the data and establish small intervention groups to provide additional support to bring those students up to level. Make sure that students with special needs are included in these interventions.
Support teachers with professional development on building positive professional relationships with students. Students need teachers that they can trust and long term subs are not the answer.
Provide professional development on supporting students when they feel intimidated or don't feel part of the classroom community. Students need to be inclusive in their daily classrooms. Train teachers and students on developing their conflict resolution skills.

District Sustainability
Additional ongoing training and support focused on engagement strategies to support all our students who are struggling with academics. In addition, focus on supporting the classroom teaching and learning environment.
Provide benchmark checks and look at the data and offer additional intervention support for those students that are not progressing or are below grade level.
Additional resources for teachers to make sure that they support all students.
Focus on the pathways to the university and ensure that the A-G requirements are reviewed with students and families at middle school and in high school throughout their 4 years.
Promote early literacy and intervention programs to make sure that all students are at level in their reading

*Educational Partner Meeting | 3.7.24 @ 10am

MAIN THEMES:
Data analysis to inform instruction
Additional collaboration with TOSAs and other specialists
Additional staff needed
Increase student engagement
Add or increase sustainable VAPA and enrichment programs during the school day
Small-group literacy/reading intervention support for students in need of academic support

Feedback Notes:

Use relevant data to monitor the effectiveness of program implementation. (A variety of data pieces to guide our instruction and interventions)
Conduct monthly meetings with ELD TOSAs at Cunha.
Offer more opportunities for high school students to participate in dual or concurrent enrollment. ISP needs more staff to support students interested in enrolling in that program.
Ensure proactivity for student endurance through classes for elementary students to prepare them for middle school. (Focus on student engagement)
Incorporate VAPA into the regular instructional day, enhancing elective classes and offerings.
Retain and hire VAPA instructors by looking at different providers and creating a homegrown program that is reliable and consistent. Offering a full-time position would make it easier to find qualified candidates.
Implement a zero cell phone use policy at the high school and middle school. (Implement at middle school so that it will be easier for high school students to adapt to that rule)
Look into San Mateo High School's policy for cell phone use.
Increase small group and one-on-one intervention to help students stay engaged and grow academically.
Create reading groups after school for struggling readers, for example, 2nd-3rd graders staying until 4-5th grade dismissal 2 or 3 times a week. Use this block of time after school to support students with literacy skills. Create an A & B schedule, and work with principals to think outside the box and see how we can maximize Prop 28 funding.
Extend K-3 enrichment utilizing classroom teachers.
Bring back the 5th-grade band for all students.
Implement a program across elementary schools that focuses on literacy/reading intervention.
Expand on programs that are working for CUSD (who, how, and what).

*Educational Partner Meeting | 3.7.24 @ 5pm

MAIN THEMES:

Additional support for at-promise students and English Learners
Additional support for students during and after the school day
Parent engagement with the goal of better supporting students at home
School safety
Chronic absenteeism and graduation rate

Feedback Notes:

3rd grade we see the gap in literacy
Targeted after-school Literacy and Math support for English Learners
After-school services from the teachers that are the experts
Parent engagement to help parents help teachers in Literacy & Math (Workshops that teach parents to support their children)
Improve parent education level to support students in reading. If reading is difficult, can we better inform parents of how they can support and

reinforce at home in a friendly and nonjargon manner
Safety for our students at all times
Communication is great
Chronic Absenteeism and Graduation rate. C - review the data to determine why we declined
Develop goals that support data shared with our parents.

*Educational Partner Meeting (parents of students with an Individual Education Plan) | 6.6.24 @1:00 pm

MAIN THEMES:
Recommend a focus on attendance
Family engagement
Increased reading intervention support at elementary schools

Feedback Notes:
Consider different transportation models to get students to school
Have family meetings to address reasons for absences
Have community meetings to provide information about effects of chronic absences
Have increased intervention in particular at the larger elementary schools
Increase the intensity and duration of intervention

*ELOP Meeting | 3.7.24 @ 5pm :

MAIN THEMES:
Single-grade classrooms
PD, especially in SPED
Smaller classes
SEL during the school day
Parent engagement with the goal of increasing funds?
Additional support for students during and after the school day
Identify students in need of more support
Incentives for students to engage in reading/writing/literature
Field trips
Transportation
Additional summer programs

Feedback Notes:

Singe grade classrooms

Eliminate split classrooms
More professional development for teachers in SPED
Smaller student count per classroom
Class reduction
Social-emotional support during the school day
Professional development
Parent engagement for fundraising
Eagle Club
Afterschool programs
Specify students that need more support
Pull our services during after school services
Additional intervention from teachers afterschool
Incentivize reading/literature/writing activities
Creative ways to engage the students
Additional reading and writing activities
ELO-P Summer Services
More summer programs
Educational Field Trips
Transportation for students

*CSEA Meeting | 3.21.24 @ 3:30pm

MAIN THEMES:
Teacher retention and support for new teachers
SEL support
Academic support or enrichment after school for all school sites
Monitor students' academic progress
PD
Additional paraprofessional support, especially for English learners and other at-promise students

Feedback Notes:
Teacher Retention Program (Support for new teachers) BTSA support
Social Emotional support for our students (Prepare students for school)
Extended Learning at all sites (Academic support or Enrichment)
Follow through with support services, follow the data, and ensure thatat you use this to monitor growth.
We could benefit from additional paraprofessional support in the general classroom to support our English learners and other groups that

may be struggling.
Ensure that goals are established to support Homeliasons by providing services to all our students that need additional resources
Professional Development targeting the areas identified according to the dashboard

*CUTA Meeting | 3.28.24 @ 3:30pm

MAIN THEMES:

Real-Life Learning Programs
Attendance Policies
Balance Between Interventions and Consequences
Root Causes
Absence Reporting Systems
Homework Policy
Chronic Absenteeism
College and Career Readiness Indicators
Class Sizes
Co-Teaching
AVID Courses
Credit Recovery Opportunities
Quality Programs
Edgenuity
Semester Make-Up Opportunities
Professional Development

Feedback Notes
Look at real-life learning programs; explore whether community service hours are required to come from community work or school hours.
Look into consequences for students' actions for absences/tardies.
Find a balance between Positive Behavior Interventions & Consequences.
There has been more leniency in our policy; this may be creating more issues of defiance. (There is a need to unpack the root cause of truancy and suspensions.)
Create systems to extract ongoing absences reports to communicate and conference with parents and students who are being absent.
Re-evaluate the policy of accepting homework for an extended time period, as this has become a cultural issue. Focus on making up the credit that students missed.
Chronic absenteeism: Replace the removed procedures/expectations with something effective. (This needs thoughtful engagement from

teaching staff at all grade levels.) CUTA is part of the task force being developed.
College and Career Readiness Indicators: Explore and expand on the variety of options available to CUSD.
Class sizes in core subject matter: Reduce class size to allow teachers to focus on individual students.
Co-teaching
AVID courses to support students academically. (Work on building the program back up. HMBHS may not offer AVID 1.)
Increase credit recovery opportunities for students falling behind. (Offer real summer courses instead of just online. Include courses during the school year, possibly during zero period or 6th period. Review the master schedule and see what the general requirements are for HMBHS.)
Bring in quality programs that target specific students needing additional motivation and support.
Credit recovery: Re-evaluate the system to improve the learning experience of students. Courses should have an actual teacher. Edgenuity may need to be supported by teacher assistance to monitor and assess students' finished products.
Provide opportunities for students to make up the first semester if they fail the course, instead of giving up entirely for the second semester.
Professional development that supports teacher learning: Use the committee to plan PD. Focus the PD on the various departments. Gather more input regarding the needs of the various groups.

*Special Education Local Plan Area (SELPA) Monthly Meeting | 3.22.34 and 5.24.24 at San Mateo County Office of Education

At each SELPA meeting topics and presentations were focused on all LCFF priority areas. The purpose of these meetings was for Administrative Counsel members to engage productively in opportunities for the development of goals and actions for specific priorities area being developed in each district's LCAP. The Director of Educational Support Services attended both meetings and provided notes to the district team.

The majority of the actions and services in our plan, particularly those funded by LCFF supplemental, were influenced by stakeholder input, particularly the recurring themes brought up throughout our stakeholder groups. We implemented actions and services that were research--based and proven to be effective, fiscally feasible, and easily implemented.

The strategic plan reflects the community's feedback, addressing key areas such as academic support, equity, teacher and staff excellence, safe environments, data-driven instruction, and college and career readiness. This alignment ensures the plan is responsive to the needs and suggestions of the community, fostering a more supportive and effective educational environment.

1) Academic Improvement
2) Focus On Equity
4) Whole Child
5) District Sustainability

Our LCAP goals succinctly align with the various feedback provided by stakeholder groups: Major themes of were suggested such as:

Year-Round and Additional Support:

*Provide comprehensive year-round academic, behavioral, and social-emotional support for all students, with a focus on students with special needs.
*Implement early literacy and intervention programs.
*Offer additional staffing, such as bilingual/Latino counselors and specialists for students with attention deficit disorders.
*Specialized Programs and Interventions:

Conduct small-group and one-on-one literacy/reading interventions, both during and after school.
*Develop targeted after-school programs for English Learners, focusing on literacy and math.
*Create after-school reading groups for struggling readers.
*Expand summer programs and offer more educational field trips.
*Teacher and Staff Excellence
*Recruitment and Retention:

Increase diversity among teachers and staff.
*Hire additional staff to represent the student population, including Latinx and bilingual personnel.
*Professional Development:

Provide training on building rapport with students, creating supportive and inclusive learning environments, and engaging students in learning.
*Focus on professional development for teachers in special education and behavior support.
*Develop programs to support new teachers and offer extended support through the school year.
*Safe and Positive School Environment

Safety Measures:
*Ensure a positive and safe school environment for all students, teachers, and staff.
*Hire additional safety personnel for all schools.
*Implement policies to support student behavior, including conflict resolution skills.
*Data-Driven Instruction

Data Utilization:
*Use assessment and data analysis to inform instruction and identify areas for additional support.
*Conduct regular benchmark checks and offer interventions for students not meeting grade-level expectations.
*Establish small intervention groups based on data to support students, including those with special needs.
*College and Career Readiness

Preparation Programs:
*Prepare students for college through early literacy programs and interventions.
*Focus on pathways to university and ensure students and families understand A-G requirements.
*Offer opportunities for dual or concurrent enrollment for high school students.
*Expand AVID courses and credit recovery opportunities.
*Equity Focus

Equitable Access:
*Provide all students with equitable access to education, regardless of race or origin.
*Increase student engagement through organized academic and physical opportunities.
*Ensure diversity in school sports and extracurricular activities.

Parent Engagement:
*Train teachers to encourage more parental involvement and collaboration.
*Offer workshops to help parents support their children's literacy and math education.
*Improve communication with parents to support student learning at home.

Whole Child Approach
*Mental Health and SEL Support:

*Ensure sufficient professionals are available to support students' mental health, including psychologists, therapists, and counselors.
*Provide social-emotional support during the school day.
*Train teachers to create inclusive classroom environments and support students feeling intimidated or excluded.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ACADEMIC IMPROVEMENT The metrics and actions within this goal will ensure we maintain high-quality staff, define a district-wide implementation of academic content and performance standards, and provide opportunities for all students to access courses. These areas will be evaluated regularly to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The metrics described in the plan were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis and that legal obligations are being met. The accompanying actions have been selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, teachers, staff, site administrators, and school site councils.

==========
Red Dashboard Indicator | Required action detail explanation
==========

This goal was validated through our extensive engagement with educational partners and the broader community. Cabrillo Unified School District has been working collaboratively with our educational partners to develop a new Strategic Plan that encompasses new core values, vision, and strategic priorities. This year-long process has involved robust engagement with parent groups, parent-staff governance committees, district leadership, and surveys. We have communicated transparently that the feedback collected will directly shape our new Local Control Accountability Plan (LCAP).

The importance of academic performance among all students was consistently emphasized during feedback sessions and throughout survey data. There is a clear need to increase student achievement through basic services and targeted, best-practice instruction aligned with state standards. Given that English Language Arts and Mathematics academic performance represent areas of concern, our district will specifically focus on student engagement to improve outcomes across all identified subgroups.

In addition, it is equally important for our students for college and careers to be repeatedly emphasized during feedback sessions and throughout survey data. The actions described below will also increase professional learning to deepen understanding of equity concerns and cultural competence for all educators to ensure that our students are prepared for college and careers.

****
CA Dashboard - English Language Arts Performance
****

School sites within our LEA with Reds on the Dashboard- ELA Academic Performance
N/A

Student Groups within the LEA-
Hispanic
English Learners
Homeless Youth
Socioeconomically Disadvantaged

Student Groups within any school within the LEA- ELA Academic Performance

a.Hatch ES
English Learners
Hispanic
Students with Disabilities
Socioeconomically Disadvantaged

b. El Granada ES

Students with Disabilities
Socioeconomically Disadvantaged

C.Half Moon Bay High
Hispanic
English Learners
Socioeconomically Disadvantaged

D. Cunha MS
Hispanic
English Learners
Socioeconomically Disadvantaged

Furthermore, Actions 1.1 and 1.2 in this LCAP Goal 1 address the requirement to include specific actions within the LCAP for any LEAs with Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA.

As mentioned in Action 1.1 and 1.2, CUSD will implement intensive language acquisition programs tailored specifically for English learners who are struggling with ELA and mathematics. These programs will focus on integrating language development with academic content, ensuring that students can improve their English proficiency while simultaneously gaining a stronger grasp of the subject matter. We will take a focused approach designed to address the root causes of underperformance highlighted by the red indicators.

To improve ELA and Math outcomes for our English learners, CUSD will introduce targeted intervention programs that provide additional instructional time and personalized support. These interventions will include small-group tutoring, after-school programs, and summer learning opportunities designed to reinforce key concepts and skills in both subjects. By providing focused and sustained academic support, we aim to elevate the performance of our English learners.

CUSD will leverage data-driven instruction to closely monitor the progress of our English learners in ELA and Mathematics. Regular assessments and data analysis will inform instructional strategies and allow for timely adjustments to meet the specific needs of students. Teachers will receive professional development in using data to identify learning gaps and implement effective interventions.

****
CA Dashboard - Mathematics Performance
****

Actions 1.1A,1.1E,1.1F,1.2D,1.3A, and 1.3B, in this LCAP Goal 1 address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA:

School sites within our LEA with Reds on the Dashboard- Math Academic Performance

Student Groups within the LEA- Math Academic Performance
English Learners
Hispanic
Homeless youth

Student Groups within any school within the LEA- Math Academic Performance

EL Granada ES
Students with Disabilities

Half Moon Bay High
English Learners
Hispanic

Cunha MS
English Learners
Hispanic
Socio-economically Disadvantaged

To improve math outcomes for our English learners, Hispanic students, homeless youth, and students with disabilities, Cabrillo Unified School District (CUSD) will implement targeted interventions that provide additional instructional time and personalized support. These interventions will include small-group tutoring, after-school programs, and summer learning opportunities designed to reinforce key concepts and skills in both subjects. By offering focused and sustained academic support, we aim to elevate the performance of all our subgroups. Emphasizing the importance of implementing the adopted curriculum effectively will be a priority as we support our teaching staff in delivering high-quality instruction from the outset.

CUSD will leverage data-driven instruction to closely monitor the progress of all our students in ELA and Mathematics. Regular assessments and data analysis will inform instructional strategies and allow for timely adjustments to meet the specific needs of students. Teachers will receive professional development on using data to identify learning gaps and implement effective interventions. Data Chats will provide our teaching staff the opportunity to collaborate and share effective instructional strategies, while principals will plan targeted professional development that is personalized based on grade level needs

****
CA Dashboard - College and Career Readiness
****

Actions 1.1C, 1.1D 1.1E, and 1.1C in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA:

Student Groups within the LEA with Reds on the Dashboard for College/Career

English Learners
Students with Disabilities

Student Groups within any school within the LEA- College/ Career

Half Moon Bay High

English Learners
Students with Disabilities

Providing credit recovery opportunities for high school students was highlighted and we know this is definitely an area of concern in our district. We will work to support these efforts and ensure that we have well-established lines of communication with our families and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of high school students in 12th grade completing UC/CSU "a-g" requirements and CA Dashboard College and Career Indicator	2022-2023 Data UC/CSU "a-g" requirements *All Students 38% *English Only 44% *English Learner 11% *White 45% *Hispanic 31 % *Students with Disabilities 2% *Socio-Economically Disadvantaged 15% source: PowerSchool CA Dashboard College and Career Indicator *31.7% prepared out of 271 students			2025-2026 Data UC/CSU "a-g" requirements *All Students 44% *English Only 50% *English Learner 17% *White 51% *Hispanic 37% *Students with Disabilities 8% *Socio-Economically Disadvantaged 21% source: PowerSchool	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		source: CA Dashboard			CA Dashboard College and Career Indicator *37.7% prepared out of total 2 students source: CA Dashboard	
1.2	% of K-3rd grade students demonstrating proficiency on the Dibels 8th Assessment	2023-2024 Dibels 8th (Reading Data) End of Year Data Students demonstrating proficiency at grade level. Kindergarten: 39% 1st Grade: 50% 2nd Grade: 53% 3rd Grade: 49% source: DIBELS 8 Data			2026-2027 Dibels 8th End of Year Data Students demonstrating proficiency at grade level will increase to the following percentages: Kindergarten: 54% 1st Grade: 65% 2nd Grade: 68% 3rd Grade: 64% source: DIBELS 8 Data	
1.3	% of 3rd, 7th, and 11th grade student at proficient or above on the CAASPP ELA/Math	2022-2023 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above			2025-2026 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL STUDENTS 3rd - 44% 7th - 40% 11th - 41% ENGLISH ONLY 3rd - 63% 7th - 59% 11th -56% ENGLISH LEARNERS 3rd - 3% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 6% 7th - 7% 11th - 5% WHITE 3rd - 71% 7th - 67% 11th -70% HISPANIC LATINO 3rd - 31% 7th - 25% 11th - 24% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 7th - 26% 11th -22%			ALL STUDENTS 3rd - 50% 7th - 46% 11th - 47% ENGLISH ONLY 3rd - 69% 7th - 65% 11th -62% ENGLISH LEARNERS 3rd - 9% 7th - 6% 11th - 12% SPECIAL EDUCATION 3rd - 12% 7th - 13% 11th - 11% WHITE 3rd - 77% 7th - 73% 11th -76% HISPANIC LATINO 3rd - 37% 7th - 31% 11th - 30% SOCIOECONOMICALLY	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MATHEMATICS ALL STUDENTS 3rd - 45% 7th - 31% 11th - 26% ENGLISH ONLY 3rd - 59% 7th - 50% 11th - 40% ENGLISH LEARNERS 3rd - 15% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 22% 7th - 4% 11th - 6% WHITE 3rd - 68% 7th - 59% 11th -46% HISPANIC LATINO 3rd -12% 7th -28% 11th -16% SOCIOECONOMICALLY DISADVANTAGED 3rd - 28% 7th - 14%			DISADVANTAGED 3rd - 22% 7th - 32% 11th -28% MATHEMATICS ALL STUDENTS 3rd - 51% 7th - 37% 11th - 32% ENGLISH ONLY 3rd - 65% 7th - 56% 11th - 46% ENGLISH LEARNERS 3rd - 21% 7th - 6% 11th - 12% SPECIAL EDUCATION 3rd - 28% 7th - 10% 11th - 12% WHITE 3rd - 74% 7th - 65% 11th - 52% HISPANIC LATINO	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th -11%			3rd -18% 7th -34% 11th -22% SOCIOECONOMICALLY DISADVANTAGED 3rd - 34% 7th - 20% 11th -17%	
1.4	% students scoring Level 4 on the English Language Proficiency Assessment for California (ELPAC)	2022-2023 Data 16.50% of students scored Level 4 on the English Language Proficiency Assessment for California (ELPAC) Summative source: ELPAC			2025-2026 Data 26.5% of students scoring Level 4 on the English Language Proficiency Assessment for California (ELPAC) Summative	
1.5	% students who complete a CTE program of study	Baseline to be established during the 2024-2025 school year.			2026-2027 Data 6% increase in students who complete a CTE program of study source: PowerSchool Student Information System	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	% students completed both UC a-g units, and CTE Program of study	2022-2023 38% of students completed UC a-g CTE programs of study baseline data will be available 2024-2025 source: PowerSchool SIS			2026-2027 6% of students will complete both UC a-g units and CTE programs of study source: PowerSchool SIS	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	College and Career	Improve College and Career awareness, readiness, and attainment for all students 1.1A | Increase professional learning to deepen understanding of equity concerns and cultural competence for all educators 1.1B | Engage in a data-driven process to determine an appropriate allocation of Reading Intervention and ELD support for students needing it 1.1C | Develop and implement guidelines for proactively supporting student attendance and engagement 1.1D | Provide credit recovery opportunities for high school students needing additional graduation credits | Provide academic interventions and enrichment opportunities during and/or after regular school hours 1.1E | Provide academic interventions and enrichment opportunities during and/or after regular school hours 1.1F | Evolve high school academic programs and processes to increase opportunities and participation in courses of high interest and value to students	$1,235,000.00	Yes
1.2	Early Literacy	Expand early literacy efforts for broader academic readiness 1.2A | Standardize the literacy curriculum for the early learning program and align with after-school wrap-around services 1.2B | Expand a full inclusion early learning program to ensure all students access high-quality instruction in an inclusive setting 1.2C | Standardize early learning assessments for the development of individualized early learning plans 1.2D | Implement state and board-adopted curricula to increase student outcomes in mastery of Common Core State Standards	$222,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.2E | Engage in targeted language and literacy instruction aligned with the science of reading in PK-3rd grade 1.2F | Participate in the K-3rd Big Lift Inspiring Program (BLIS) to increase summer learning opportunities for our At-Promise Students		
1.3	Culturally Responsive Classrooms	Promote meaningful, relevant, and respectful instruction for all students 1.3A | Continue training staff on best practice models of first instruction in the classroom to lower needs for intervention later 1.3B | Provide staff with culturally responsive curricula and materials to support inclusive and supportive learning environments 1.3C | Conduct site and classroom visits that are focused on monitoring and supporting culturally responsive teaching methods 1.3D | Expand existing after-school and summer school supports to improve student academic outcomes 1.3E | Continue outreach and translation services for families/caregivers to increase access to educational resources 1.3F | Monitor instruction to ensure teaching affirms and includes multicultural and multilingual backgrounds	$610,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	FOCUS ON EQUITY There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economic Disadvantaged.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Analysis of state and local assessments, engagement tracking, and survey data of students, parents, teachers, and staff to increase the performance of our at-promise groups of students. We will use data collected as part of student academic monitoring.

==========
Red Dashboard Indicator | Required action detail explanation
==========

****
CA Dashboard | English Learner Progress
****

At Cabrillo Unified School District (CUSD), we recognize the unique needs of long-term English learners and are committed to providing targeted support. To address these needs, we have incorporated specific actions that explicitly focus on language acquisition programs and professional development for long-term English learners.

CUSD will implement comprehensive language acquisition programs specifically designed for long-term English learners. These programs will include tailored curricula and instructional strategies that focus on advancing English language proficiency and academic achievement. We will ensure that these programs are integrated into the daily instructional schedule and provide additional support through after-school and summer programs.

CUSD will offer ongoing professional development for teachers and staff that focuses on the needs of long-term English learners. This training will cover effective instructional strategies, assessment techniques, and cultural competency to enhance teachers' abilities to support English language development. By equipping our educators with the necessary skills and knowledge, we aim to improve the educational outcomes of long-term English learners.

We will expand existing support programs to include specialized language acquisition interventions for long-term English learners. These programs will provide targeted instruction in small-group settings to address specific language development needs and help close the achievement gap.

We will collaborate with educational partners to design and implement professional development initiatives focused on best practices for supporting long-term English learners. These initiatives will include workshops, coaching sessions, and peer collaboration opportunities to ensure that teachers are well-prepared to meet the diverse needs of these students.

CUSD will integrate language support services into all aspects of the educational experience for long-term English learners. This includes embedding language development strategies into core academic subjects and providing additional resources to support the development of integrated language strategies.

This LCAP Goal 2 was confirmed through our engagement with educational partners and the community. The importance of academic performance amongst our English Learners was repeatedly emphasized during feedback sessions and throughout survey data. In addition, the CAASPP data indicated large gaps in student achievement in our English Learner group. It is evident that there needs to be a focus on our English Learner student achievement through basic services and targeted best practice instruction aligned to the state standards. Our English Learner Progress represents an area of concern and our district will specifically focus on designated multilingual strategies to improve the outcomes of our identified subgroup.

Additionally, Actions 2.1A, 2.1B, 2.1D, and 2.2F, in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA:

Student Group within our LEA
English Learners

School sites within our LEA with Reds on the Dashboard-English Learner Progress
Hatch ES
El Granda ES
Half Moon Bay High School

Student Groups within any school within the LEA with Reds on the Dashboard
English Learner progress:

English Learner Progress

Hatch
English Learner

El Granada ES
English learner

HMBHS
English Learner

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Assessments data in ELA and Math, ELPAC, and RFEP rates of reclassification for At-Promise Students in grades 3rd, 7th, and 11th	2022-2023 CAASPP Assessments data in ELA and Math, ELPAC, and RFEP rates of reclassification for At-Promise Students in grades 3rd, 7th, and 11th ENGLISH LANGUAGE ARTS | CAASPP Proficient and Above ALL STUDENTS 3rd - 44% 7th - 40% 11th - 41% ENGLISH ONLY 3rd - 63% 7th - 59% 11th -56% ENGLISH LEARNERS 3rd - 3% 7th - 0%			2025-2026 CAASPP Assessments data in ELA and Math, ELPAC, and RFEP rates of reclassification for At-Promise Students in grades 3rd, 7th, and 11th ENGLISH LANGUAGE ARTS| CAASPP Proficient and Above ALL STUDENTS 3rd - 50% 7th - 46% 11th - 47% ENGLISH ONLY 3rd - 69% 7th - 65%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th - 6% SPECIAL EDUCATION 3rd - 6% 7th - 7% 11th - 5% WHITE 3rd - 71% 7th - 67% 11th -70% HISPANIC LATINO 3rd - 31% 7th - 25% 11th - 24% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 7th - 26% 11th -22% source: CAASPP MATHEMATICS | CAASPP Proficient and Above ALL STUDENTS 3rd - 45% 7th - 31% 11th - 26% ENGLISH ONLY 3rd - 59%			11th -62% ENGLISH LEARNERS 3rd - 9% 7th - 6% 11th - 12% SPECIAL EDUCATION 3rd - 12% 7th - 13% 11th - 11% WHITE 3rd - 77% 7th - 73% 11th -76% HISPANIC LATINO 3rd - 37% 7th - 31% 11th - 30% SOCIOECONOMICALLY DISADVANTAGED 3rd - 22% 7th - 32% 11th -28% MATHEMATICS | CAASPP Proficient and Above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7th - 50% 11th - 40% ENGLISH LEARNERS 3rd - 15% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 22% 7th - 4% 11th - 6% WHITE 3rd - 68% 7th - 59% 11th -46% HISPANIC LATINO 3rd -12% 7th -28% 11th -16% SOCIOECONOMICALLY DISADVANTAGED 3rd - 28% 7th - 14% 11th -11% source: CAASPP ELPAC 2023/2024			ALL STUDENTS 3rd - 51% 7th - 37% 11th - 32% ENGLISH ONLY 3rd - 65% 7th - 56% 11th - 46% ENGLISH LEARNERS 3rd - 21% 7th - 6% 11th - 12% SPECIAL EDUCATION 3rd - 28% 7th - 10% 11th - 12% WHITE 3rd - 74% 7th - 65% 11th - 52% HISPANIC LATINO 3rd -18% 7th -34% 11th -22% SOCIOECONOMICALLY DISADVANTAGED	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		16.5% Level 4 on ELPAC source: ETS RFEP 2023-24 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status 541/990 54% source: Dataquest			3rd - 34% 7th - 20% 11th -17% ELPAC 22.5% Level 4 on ELPAC RFEP 2025-26 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status 58%	
2.2	Participation of At-Promise Students in Advanced Placement (AP) and Honors Courses, Interscholastic Athletics, and Electives	2022/2023 Electives offered: 27 Sections Available			2025/2026 increase the Participation of At-Promise Students in Advanced Placement (AP) and Honors Courses, Interscholastic Athletics, and Electives offered by 5%. 32 Sections Available	
2.3	Discipline data in secondary schools	2022-2023 Discipline data in secondary			2025-2026 Discipline Data in secondary schools	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Suspension & Expulsion Rates.	schools (Suspension & Expulsion Rates). Suspension Rate: 2022-23: 2.70% Expulsion Rate 2022-23: 0.14% Source: Power School (SIS System)			(Suspension & Expulsion Rates). Decrease suspension and expulsion by 2% Suspension Rate: 2025-26: 0.43% Expulsion Rate 2025-26: 0.% Source: Power School (SIS System)	
2.4	Attendance Data (District Wide)	Attendance Data (District Wide) 2022/2023: 2022-23: 91.8%			Attendance Data (District Wide) 2025/2026 will reduce by 7.9% to 98%,	
2.5	Chronic Absenteeism Rate	Baseline 2023-24 Chronic Absenteeism Rates Alvin S. Hatch 16.18% El Granada 16.2% Farallone View 10.3% Half Moon Bay High 31.5%			2026-2027 Chronic Absenteeism Rate will be reduced for all schools to within 5%. Alvin S. Hatch 11.18% El Granada 11.2% Farallone View 5.3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Kings Mountain Elementary 13.6% Manuel F. Cunha Intermediate 18.8% Pilarcitos Alternative High 2.5% Source: DataQuest			Half Moon Bay High 27.5% Kings Mountain Elementary 8.6% Manuel F. Cunha Intermediate 13.8% Pilarcitos Alternative High 0% Source: DataQuest	
2.6	Middle School Dropout Rate (7th & 8th)	2016-2017 Middle School Dropout Rate (Grades 7th & 8th) Grade 7 Dropouts :1 Grade 8 Dropouts: 0 Source: DataQuest			2025-2026 Middle School Dropout Rate (Grades 7th & 8th) Dropout Rate will reduce to 0 Grade 7 Dropouts: 0 Grade 8 Dropouts: 0 Source: DataQuest	
2.7	High School Dropout Rate	High School Dropout Rate Data 2016-17 Annual Adjusted Grade 9-12 Dropout Rate: 3%			2025-2026 High School Dropout Rate will be reduced to 1%. Grade 9-12 Dropout Rate: 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: DataQuest			Source: DataQuest	
2.8	High School Graduation Rate	2022-23 High School Graduation Rate Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: 90.6% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 35.0% Source: DataQuest			2025-2026 High School Graduation Rate Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate will increase at HMBHS to 96% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 41.0% Source: DataQuest	
2.9	English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and reclassification. will increase by 10%. Reclassification By 2027, Students scoring Level 4 on the	2022/2023 English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and Reclassification. 16.50% EL Students scored Level 4 on ELPAC RFEP			2025/2026 English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and Reclassification. 26.50% EL Students scored Level 4 on ELPAC	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"Ever-ELs" by Years as EL and Reclassification (RFEP) Status Students: 541/990 RFEP rates of reclassification. 54%			RFEP "Ever-ELs" by Years as EL and Reclassification (RFEP) Status Increase by 4 points RFEP rates of reclassification. 58%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	At Cabrillo Unified School District (CUSD), we recognize the unique needs of long-term English learners and are committed to providing targeted support. To address these needs, we have incorporated specific actions that explicitly focus on language acquisition programs and professional development for long-term English learners. CUSD will implement comprehensive language acquisition programs specifically designed for long-term English learners. These programs will include tailored curricula and instructional strategies that focus on advancing English language proficiency and academic achievement. We will ensure that these programs are integrated into the daily instructional schedule and provide additional support through after-school and summer programs. CUSD will offer ongoing professional development for teachers and staff that focuses on the needs of long-term English learners. This training will cover effective instructional strategies, assessment techniques, and cultural competency to enhance teachers' abilities to support English language development. By equipping our educators with the necessary skills and knowledge, we aim to improve the educational outcomes of long-term English learners. 2.1A Increase English Language Development Supports (PK-8th grade) to help reclassify students earlier to English proficient status for increased access to academic courses 2.1B Increase teacher training and monitor the use of classroom ELD Strategies to support students with Designated and Integrated ELD 2.1C Provide professional development to support best practice instruction for Students with Disabilities and other At-Promise Students 2.1D Integrate culturally relevant enrichment programs and wellness supports into core curricula	$345,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.1E Develop early intervention plans based on early learning screeners in core PK-3rd grade content areas and in alignment with Big Lift literacy efforts (LCAP goal 2.4 & 2.8) 2.1F Maintain interpretation and translation services for Non-English speaking families (e.g., maintenance of school community relations assistants) (LCAP 4.3)		
2.2	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	2.2A Convene a Diversity, Equity, and Inclusion (DEI) Committee as recommended in CUSD Equity Audit 2.2B Increase outreach to Spanish-speaking (hispanohablante) families to improve school-home communication and support student outcomes 2.2C Review current course and program enrollment process and requirements to increase advanced course enrollment opportunities for all student subgroups 2.2D Institutionalize Link Crew and WEB programs at HMBHS and Cunha to help foster student leadership and provide peer mentoring 2.2E Engage all school communities to systematically review data on student outcomes and identify solutions to support equitable schools and build high-quality school-family relationships 2.2F Increase professional development to support At-Promise Students, enhance teacher-student relationships, and improve peer interactions (LCAP 1.3 & 1.4)	$685,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	2.3A Maintain secondary school counselors to provide services needed for At-Promise Students (LCAP 4.5) 2.3B Expand emerging youth-led leadership and peer mentoring initiatives across sites to develop positive student role models 2.3C Strengthen training in SMCOE Big 5 Safety Protocol guidelines and Incident Command System (ICS) structure to improve site emergency responses 2.3D Increase the use of Alternatives to Suspension and exclusionary discipline to keep students in school, productively engaged, and accessing their education 2.3E Expand staff training and implementation of restorative community circles at all sites to improve peer-to-peer interactions 2.3F Partner with SMCOE on implementation of student safety protocols to guide campus security efforts	$390,000.00	Yes
2.4	Increase staff, family and community engagement strategies to reduce chronic absenteeism.	Reducing Chronic Absenteeism: 2.4A Train Attendance staff to monitor and engage with students and families experiencing chronic absenteeism 2.4B Streamline School Attendance Review Board (SARB) process at sites and District Office to access district and county resources for families 2.4C Create attendance teams at every site to focus on the root causes of absenteeism for students 2.4D Increase family education initiatives and messaging to ensure they understand the importance of attendance	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	WHOLE CHILD The metrics and actions within this goal will be implemented to ensure that progress is made within the whole child. Progress will be measured and monitored through our systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services. Continue to support student wellness strategies and monitor student outcome data to support the whole child. This goal will be maintained over the coming three years. We will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

After a detailed equity audit and the adoption of a new strategic plan, data from students, parents, teachers, and staff provided input on the need to increase the services that address the needs of the whole child.

==========
Red Dashboard Indicator | Required action detail explanation
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****
CA Dashboard | Suspension Rates
****
The metrics and actions within this LCAP Goal 3 will be implemented to ensure that progress is made within the whole child. Progress will be measured and monitored through our systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services. Continue to support student wellness strategies and monitor student outcome data to support the whole child. This goal will be maintained over the coming three years. We will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

Below you will find a list of improved processes and procedures that will help address this broad goal and support our efforts to serve both the academic and social needs of our students and families.

*Sites will develop expanded alternatives to exclusionary discipline programs
*Expansion of alternatives to suspensions for Alcohol Tobacco and Other Drugs (ATOD)
*Continued expansion of restorative practices and restorative justice strategies for improving student behavior at all sites

This LCAP Goal 3 was confirmed through our engagement with educational partners. We will focus on maintaining our students actively engaged in the classrooms improve academic performance and provide a safe learning environment for all students. Suspension rates were an area repeatedly emphasized during feedback sessions and throughout survey data. In addition, it is important to ensure that we incorporate restorative practices throughout our district. Utilize measurement and monitoring systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services

As chronic Suspension Rates represent an area of concern, our district will specifically focus on restorative justice/PBIS intervention support practices to keep students in school learning provide a safe learning environment, and focus on students' well-being.

Additionally, Actions 3.1B, 3.1 E,3.1F,3.2A, 3.2 B, 3.2C, 3.2D, 3.2 E, 3.3F, and 3.3C in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA:

School sites within our LEA with Reds on the Dashboard- N/A (none identified for Suspension Rates)

Student Groups within the LEA- (Suspension Rates)

Homeless Youth
Students with Disabilities

Student Groups within any school within the LEA- Suspension Rates
Half Moon Bay High
Students with Disabilities
Cunha MS
Students with Disabilities
Hispanic
Socioeconomically Disadvantaged

****
CA Dashboard | Chronic Absenteeism
****

We will significantly increase staff, family, and community engagement to inspire and support them to be actively involved in preparing their students to be college and career-ready and to reduce chronic absenteeism.

Here are some specific areas where we will focus on improving systems and processes to improve Chronic Absenteeism:

*Train Attendance staff to monitor and engage with students and families experiencing chronic absenteeism
*Streamline School Attendance Review Board (SARB) process at sites and District Office to access district and county resources for families
*Create attendance teams at every site to focus on the root causes of absenteeism for students
*Increase family education initiatives and messaging to ensure they understand the importance of attendance

This LCAP Goal 3 was confirmed through our engagement with educational partners. The importance of family engagement was repeatedly emphasized during feedback sessions and throughout survey data. In addition, the need to increase access to community resources and parent education programming was also highlighted. As chronic absenteeism represents an area of concern, our district will specifically focus on ensuring that daily attendance improves through monitoring and support efforts as well as through family education opportunities.

Additionally, Actions 3.1E, 3.1F,3.3C, 3.3D, and 3.3F in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA:

School sites within our LEA with Reds on the Dashboard- CHRONIC ABSENTEEISM
Hatch ES
Farallone View ES
Kings Mountain ES

Student Groups within the LEA- Chronic absenteeism

All Students
Hispanic
Homeless Youth
Socio-economically Disadvantaged
White

Student Groups within any school within the LEA with Reds on the Dashboard Chronic Absenteeism:
Hatch ES:
All Students
English Learner
Hispanic
Socioeconomically Disadvantaged
Students with Disabilities
White

El Granada ES:
Students with Disabilities

Farallone View ES
All Students

Kings Mountain ES
All Students
White

Cunha MS
Socioeconomically Disadvantaged

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of 5th, 7th, 9th, and 11th grade California Healthy Kids Survey (CHKS) student responses on school connectedness	For 2023 CHKS data: 5th: 67%; 7th: 44%; 9th: 49%; 11th: 47%			Data will be populated June 2026: Outcome targeted at 5th: 77%; 7th: 54%; 9th: 59%; 11th: 57%	
3.2	% student expulsion and suspension data	From CUSD SIS: Suspension Rate: 2021-22: 2% 2022-23: 2.70% Expulsion Rate 2021-22: 0.10% 2022-23: 0.14%			Data will be populated June 2026. Outcome targeted at: Suspension Rate: 2025-26: 2.43% Expulsion Rate 2025-26: 0.12%	
3.3	% student attendance Rate	Data from School Status Attend as of June 2024:			By 2027, the district Attendance Rate will equal or	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2021-22: 92.3%; 2022-23: 91.8%; 2023-24:91.5%			exceed 98%, Data will be populated in June 2027	
3.4	% district Chronic Absenteeism Rate	Data from DataQuest, Baseline 2018-19 (PrePandemic) Chronic Absenteeism Rates compared to 2023-24: Alvin S. Hatch 2018-19: 5.7%; 2023-24 16.18% El Granada 2018-19: 7.4%; 2023-24 16.2% Farallone View 2018-19: 8.0%; 2023-24 10.3% Half Moon Bay High 2018-19: 12.6%; 2023-24 31.5% Kings Mountain 2018-19: 16.9%; 2023-24 13.6% Manuel F. Cunha Intermediate 2018-19: 8.0%; 2023-24 18.8% Pilarcitos Alternative High 2018-19: 60%; 2023-24: 72.5%			District Chronic Absenteeism Rate will be reduced for all schools to within 5% over their 2018-19 baseline. Data will be populated in June 2027	
3.5	# of Middle School student Dropout Rate	Data from DataQuest 2016-17 Adjusted Grade 7 Dropouts: 1 2016-17 Adjusted Grade 8 Dropouts: 0			# of Middle School student Dropout Rate will reduce to 0 for 7th and 8th grade	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					source: PowerSchool SIS	
3.6	# of High School student Dropout Rate	Data from DataQuest 2016-17 Annual Adjusted Grade 9-12 Dropout Rate: 3%			# of High School Dropout Rate will be reduced to 1% source: PowerSchool SIS	
3.7	% High School Graduation Rate	Data from DataQuest 2022-23 Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: 90.6% 2022-23 Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 35.0%			2025-2026 Data High School Graduation Rate will increase at HMBHS to 96% and at PHS to 50%	
3.8	Implement a plan for home-school connectedness and parent/family survey participation and satisfaction Form a Committee: Include teachers, parents, administrators, and community	Data from Survey: 2022-2023: 320 families completed Panorama Survey 2023-2024: 227 families completed the Panorama Survey Panoramic Survey Results: Barriers to Engagement: 78%			Data from Survey: 10% increase in survey participation and satisfaction.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	members to oversee the initiative. Regular Meetings: Schedule regular meetings to discuss progress, challenges, and next steps. Develop Communication Strategies	favorable (1% increase since Spring 2023). School Climate: 60% favorable (3% increase since Spring 2023). Family Engagement: 28% favorable (1% increase since Spring 2023). Increase family Engagement Use emails, newsletters, social media, and the school website to reach parents and families. Language Accessibility: Ensure communications are available in multiple languages as needed. Consistent Messaging: Provide clear information about the importance of home-school connectedness and how parents can get involved. Increase Parent Involvement: Develop Professional Development that targets the following areas: Workshops and Events: Organize workshops,				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		seminars, and family events to engage parents. Volunteer Opportunities: Promote volunteer opportunities within the school. Parent-Teacher Associations: Strengthen the role of PTAs and other parent groups. Enhance Technology and Accessibility: Promote the use of online portals for parents to access student information and school updates. Virtual Meetings: Offer virtual meetings and webinars to accommodate parents' schedules and increase accessibility. Provide Support and Resources:				
3.9	% enrollment of Student Engagement through Summer School Interventions Source: Summer School Attendance Data	Final enrollment for SS 2023 estimated at: 451 Big Lift = 136 Summer STEAM =140 Immersion = 23 Credit Recovery = 88			10% increased enrollment of Student Engagement through Summer School Interventions (500 Students)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High School PE, freshman, Algebra, Science =29 ESY & Summer Skills = 35				

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Layers of Support	Continue student wellness strategies and monitor student outcome data to support the whole child 3.1A | Expand on robust athletics and VAPA programs to create more diverse opportunities for student belonging (e.g., clubs)	$137,000.00	No

Action #	Title	Description	Total Funds	Contributing
		3.1B | Utilize measurement and monitoring systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services 3.1C | Integrate thematic units incorporating culturally relevant lessons, Visual Arts and Performing Arts, Environmental Sustainability, STEM, and wellness supports into core curricula 3.1D | Promote nutrition, health education, and physical activity within the core curriculum 3.1E | Implement a PK-12th MTSS tiered plan of staff and student support providing standardized intervention strategies designed to enhance core instruction and serve student needs 3.1F | Engage in Plan-Do-Study-Act Cycles of Inquiry to review CHKS data and integrate into SPSA goals		
3.2	Social Emotional Support Provide services promoting social-emotional learning, mental health, and emotional support for students	3.2 A Continue implementation of Positive Behavior Intervention Support (PBIS), Multi-Tiered System of Supports (MTSS), and Pyramid Framework for PK-12 (5.1) 3.2B Implement evidence-based Social Emotional Learning (SEL) programs and curriculum in grades PK-12 to support student well-being 3.2 C Provide access to direct school-based mental health counseling programs that are evidence-based to help support student engagement and well-being (LCAP 4.1) 3.2 D Continue development and implementation of Behavior Intervention Plans (BIPs) for students identified as needing those services by Coordination of Services Teams (COST) 3.2 E Maintain community partnerships to provide cost-effective resources that can help support students and families	$57,000.00	No

Action #	Title	Description	Total Funds	Contributing
		(LCAP 4.2) 3.2 F Provide evidence-based SEL workshops to strengthen individual and community well-being (TK-12)		
3.3	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	3.3A Provide family engagement support to help families prioritize student attendance and support academic progress 3.3B Maintain participation with family organizations (e.g., ELAC, DELAC, PTO, SIPA, SSC, et cetera) and initiate DEI Committee to advise on the process 3.3C Develop a communication plan for regular family engagement activities at district and school sites to foster positive relationships for staff and families 3.3D Expand case management strategy with an emphasis on parent/family education and support 3.3 E Increase parent/family training on College and Career student pathways (e.g., A-G graduation pathway, CUSD graduation pathway, dual enrollment, and concurrent enrollment) 3.3 F Develop a home visit protocol as part of standard student intervention processes	$38,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	DISTRICT SUSTAINABILITY Build on environmental literacy efforts, optimized facilities, efficient use of resource and ensure adequate and efficient staffing as a way to control operational costs and "right size" services to match school enrollments Increase the implementation of a positive climate framework to increase student wellbeing and student academic achievement while decreasing chronic absenteeism, discipline referrals, suspensions, and expulsions.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of different domains of referral data, survey data of students, parents, and teachers to measure social emotional well-being and mental health. We will use engagement tracking, behavioral data, survey data of students, parents, teachers, and staff and data collected as part of wellness checks as metrics to monitor the social emotional well-being and mental health of students and staff are supported and to ensure the number of students and staff in need of Tier 2 and Tier 3 supports are decreasing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of 5th, 8th, and 12th grade students at proficiency or above on the CAASPP CAST scores	2022-2023 Data 5th Grade 28% 8th Grade 24% 12th Grade 21%			2026-2027 5th Grade 38% 8th Grade 34% 12th Grade 31%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		source: CAASPP CAST Data			source: CAASPP CAST Data	
4.2	Meet its legally required minimum three percent (3%) reserve for economic uncertainties ensuring positive certifications	2023-2024 Data 7% reserve			2026-2027 Data Maintain a minimum of 3% reserve yearly	
4.3	% of diverse teaching staff by 3% and % of teachers participating in professional development towards career advancement	2023-2024 Data Increase the percentage of diverse teaching staff by 3%, and increase the percentage of teachers participating in professional development towards career advancement by 3%			2026-2027 Data Increase the percentage of diverse teaching staff by 3%, and increase the percentage of teachers participating in professional development towards career advancement by 3%. Data will be retrieved at the end of 2026/2027 academic school year.	
4.4	All schools will rate "Good" on the FIT report	2023 FIT reports as included in the 2023 School Accountability Report Cards (SARC): 3 out of 7 schools			7 out of 7 sites will rate "Good" on the FIT report in the Data: 2026-27 School	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		scored "Good" on the FIT report https://www.cabrillo.k12.ca.us/cms/one.aspx?portalId=18665063&pageId=18819745			Accountability Report Cards (SARC)	
4.5	% of CUSD teachers appropriately assigned and fully credentials in the subject area and for the students they are teaching	83% of teachers are considered Highly Qualified DATA SOURCE: CA Department of Education | Data Quest 2022-2023 School Year - Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Report			86% of teachers will be considered Highly Qualified DATA SOURCE: CA Department of Education | Data Quest 2025-2026 School Year - Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Report	
4.6	% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials	2022-2023 Data 100% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials			2025-2026 Data 100% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials	
4.7	Energy and water cost	2022-2023 Energy and Water Cost			Costs from energy and water savings will decrease by	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Total energy costs =$808,348.07 Total water costs =$109,627.76 TOTAL Energy & Water Cost=$917,975.83. source: Energy costs come from PG&E Gas costs come from SPURR Water costs come from Coastside County Water District, Montara Sanitary District, and California Water Service			10% lower than baseline data	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Environmental Sustainability	4.1A Implement Environmental Sustainability scope and sequence of experiences to provide all students with environmental literacy and outdoor learning activities 4.1B Train TK-5 educators using district science adoption to increase early scientific literacy 4.1C Maintain energy consumption and waste reduction awareness campaigns districtwide 4.1D Maintain clean and orderly classrooms and schools to support learning and ensure the safety of students and staff 4.1E Develop a multi-year Environmental Sustainability Plan to guide ongoing district actions toward promoting district-wide sustainability strategies 4.1F Continue ongoing bond investments to build upon school gardens, solar power generation, and water capture strategies at every school site	$2,211,000.00	No
4.2	Fiscal Sustainability: Align, augment, and monitor fiscal resources to ensure financial stability	4.2A. Follow FCMAT fiscal health framework to address deficit spending and increase reserves 4.2B Adopt and enact a Fiscal Stabilization Plan to provide reductions and savings required of financial solvency and sustainability	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
	In both current year and out years 2027 in the district's multi-year budgeting process, CUSD will work to meet its legally required minimum three percent (3%) reserve for economic uncertainties ensuring positive certifications.	4.2C Explore a replacement parcel tax to increase funding for staff compensation 4.2D I Improve the use of CUSD's position control system to ensure adequate and efficient staffing as a way to control operational costs and "right size" services to match school enrollments 4.2E Implement SMCOE's recommended budget development process to secure an accurate account of expenditures and income 4.2F Continue to engage in Budget Advisory Committee meetings to obtain regular feedback on budgetary decisions		
4.3	In both the current year and out years 2027, CUSD will work on increasing Employee Sustainability by 3%: Create systems to recruit, retain, and support highly qualified and diverse staff	4.3 A Collaborate with California Department of Education, higher education institutions, and other recruitment organizations and agencies to engage a diverse and highly skilled talent pool 4.3B Develop an employee feedback survey for all staff to provide data for HR decision making 4.3C Explore alternative compensation structures to incentivize recruitment and retention of high potential, high performing, and diverse staff (e.g., below-market-rate staff housing) 4.3D Support beginning educators in their practice through the California Commission on Teacher Credentialing Teacher Induction Model 4.3E Promote a "Grow Your Own" program to help identify local talent and support CSEA employees for teacher certification and career advancement 4.3F Develop a district webpage to communicate opportunities for employee advancement through professional development by 2025	$235,000.00	No

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,357,273	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.913%	0.000%	$0.00	7.913%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** College and Career **Need:** Improve College and Career awareness, readiness, and attainment for English Learners (EL), Low income (LI), and foster youth (FY) students. The California Dashboard data for College and Career readiness indicates that while the district meets the standard for having a broad course of study, there is a significant	By increasing instructional pedagogy that can benefit our unduplicated students (English Learners (EL), Low income (LI), and foster youth (FY)) we can have increased academic achievement for all students through the implementation of best instruction that benefits all learners. The actions below will particularly address the needs of unduplicated pupils by ensuring we provide Tier 1, Tier 2, and Tier 3 interventions and	By 2029, high school students will show a 10% increase in 12th grade completion of UC/CSU "a-g" requirements and CA Dashboard College and Career Indicator

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	gap in access to course offerings for our unduplicated students. The data also suggests that even when accessing the course offerings impacted student groups are not passing classes and becoming credit deficient. These disparities are seen mostly among English Learners (EL), Low income (LI), and foster youth (FY) when compared to state metrics. The data below highlights an urgency to address graduation rates of identified youth as well as their access to the broad course of study available to them. ********** 5-Year Graduation Rates 2023: All Students: 88.2% Low Income: 80.7% English Learners: 70% Foster Youth: No Data College and Career 2023: All Students prepared 48.3% English Learners prepared: 0% Low Income prepared: 16.1% Foster Youth: No Data Analysis of the Data: District graduation rates are below state and county graduation rates and graduation rates among EL's, FY, and LI are all below white peers within the district and all peers compared to county and state data.	supports that will lead to increased college and career opportunities. Additionally, actions to provide professional development and training on the impacts of credit deficiency, the lasting effects on engagement with chronic failure in core classes, and the effects of institutional barriers to appropriate course work and or course options including the variety of different pathways to engagement. Encompassing this work in a data driven system to address root causes of graduation rates and college and career will surface root causes to issues of engagement in desired courses of student and successful completion measured in semester grade not just the effects - low attendance, truancy, and disengagement. For EL students a data-driven response will assist in ensuring that language acquisition is not a barrier to achievement. Timely monitoring of progress will provide real time responses that encourage engagement rather that discourage participation. Early responses to skills based learning in the early grades and consistent monitoring of academic progress and language acquisition will allow early access to interventions targeted to specific needs including language needs, skill based needs or content based needs. For FY students providing a course of study for each student that is not only attainable but desired will increase preparedness and graduation rates. Early intervention will provide resilience through gaps in attendance and skills that are easily	

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	While the district meets the "Broad Course of Study" standard, the College and Career data suggests a lack of access to this "Broad Course of Study" for our targeted student groups. These disparities underscore the need for targeted and intensive intervention with students currently in the impacted groups (EL, FY, and LI). Intervention that provides access to the broad course of study and opportunities for youth to participate fully in preferred options within that broad course of study. Interventions that permit early credit recovery, prevent long-term credit deficiency and the corrosive effects of chronic failure in coursework would address both your preparedness and engagement in high school coursework that lead to college and career preparedness. Cabrillo Unified School District is committed to implementing these targeted actions with data-driven decision-making and frequent monitoring of progress toward college and career goals. These actions will close the disparity noted in graduation rates and preparedness for post-graduation opportunities. **Scope:** LEA-wide	transferrable among different settings. Solidifying skills in how to learn make it possible for FY students to learn in any setting. For LI students ensuring that economic status is not a barrier to participation and opportunities for early recovery will increase on time graduation and post-graduation opportunities. Early opportunities and intervention as needed, in primary grades, provides successful skill acquisition and centers the student in their capacity to learn and apply learned skills to new skill sets. Actions of timely intervention act as a bridge for students and signal the capacity to successfully participate in their learning and is asset based. Professional learning and careful attention to results and data for all students assists the district in focusing on the system students engage in and making that system flexible and dynamic in addressing each student's needs. A strong, responsive Multi-Tiered System framework is a framework that can meet each student where they are so that graduation, and post graduation opportunities are increased across all student groups. The funds used for these actions start with supporting students in the earliest grades and maintains that support through high school where students have the confidence to be the agents of their futures. Early successes in skills and content build on each other so that the requirements in high school are felt by students as attainable. The commitment of staff to understanding issues of equity and implicit bias along with the building of	

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		cultural competency creates a learning environment where students are seen, valued and have a felt sense of belonging. As a result of this work EL, FY and LI students will experience increased graduation rates and confidence in their opportunities post graduation. As a result of this work students will be prepared for college and career. Below are the specific sub actions that will lead to this goal. These sub actions are provided on an LEA-wide basis because all of our schools serve unduplicated pupils. 1.1A | Increase professional learning to deepen understanding of equity concerns and cultural competence for all educators 1.1B | Engage in a data-driven process to determine an appropriate allocation of Reading Intervention and ELD support for students needing it 1.1C | Develop and implement guidelines for proactively supporting student attendance and engagement 1.1D | Provide credit recovery opportunities for high school students needing additional graduation credits | Provide academic interventions and enrichment opportunities during and/or after regular school hours	

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		1.1E | Provide academic interventions and enrichment opportunities during and/or after regular school hours 1.1F | Evolve high school academic programs and processes to increase opportunities and participation in courses of high interest and value to students	
1.2	**Action:** Early Literacy **Need:** Early Literacy: Expand early literacy efforts for broader academic readiness The CAASPP data for English Language Arts (ELA) in 2022/2023 highlights significant gaps in early literacy performance among English Learners (EL), low-income (LI), and foster youth (FY) students compared to their peers, particularly when contrasted with the performance of White students and the general student population. This data highlights the urgency needed to target interventions to address these literacy gaps. ********** * All Students: (CAASPP DATA Proficient and Above for ELA 2022/2023) *3rd Grade: 44% *7th Grade: 40%	By increasing instructional pedagogy that can benefit our unduplicated students (English Learners (EL), Low income (LI), and foster youth (FY)) we can have increased academic achievement for all students through the implementation of best instruction that benefits all learners. The actions below will particularly address the needs of unduplicated pupils by ensuring we provide Tier 1, Tier 2, and Tier 3 interventions and supports that will lead to increased early literacy efforts Below are the specific sub-actions that will lead to this goal. These sub-actions are provided on an LEA-wide basis because all of our schools serve unduplicated pupils. 1.2A | Standardize the literacy curriculum for the early learning program and align with after-school wrap-around services 1.2B | Expand a full inclusion early learning program to ensure all students access high-quality instruction in an inclusive setting	By 2029, 75% of K-3rd grade students will demonstrate a 10% increase on the Dibels Assessment (June 2028-2029)

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	*11th Grade: 41% Socioeconomically Disadvantaged (LI): *3rd Grade: 16% *7th Grade: 26% *11th Grade: 22% Foster Youth: No Data because we we had no Foster Youth students to report Analysis of the Data: The data indicates that our English Learners (EL) are Significantly below their peers with 3rd grade at 3%, 7th grade at 0%, and 11th grade at 6%, compared to All Students (44%, 40%, 41%). The most critical gap is evident in the 7th grade, where EL students show 0% proficiency compared to 40% of all students and 67% of White students. Socioeconomically Disadvantaged (LI) Students are significantly below their peers with 3rd grade at 16%, 7th grade at 26%, and 11th grade at 22%, significantly lower than their peers. There are large gaps that are evident, especially in the 3rd grade where LI students are at 16% compared to 44% of all students and 71% of White students. Foster Youth (FY):	1.2C | Standardize early learning assessments for the development of individualized early learning plans 1.2D | Implement state and board-adopted curricula to increase student outcomes in mastery of Common Core State Standards 1.2E | Engage in targeted language and literacy instruction aligned with the science of reading in PK-3rd grade 1.2F | Participate in the K-3rd Big Lift Inspiring Program (BLIS) to increase summer learning opportunities for our At-Promise Students ********** Action Plan to Address Identified Needs: ********** 1. Targeted Early Literacy Programs: Implement programs designed to address learning gaps for EL, LI, and FY students. Include differentiated instruction, early literacy interventions, and evidence-based strategies to support foundational literacy skills. Create a targeted literacy block in elementary schools, incorporating the components of the Science of Reading. 2. Intentional Strategies: Prioritize intensive small-group and one-on-one tutoring sessions for EL, FY, and LI students. (Hire reading intervention specialists and ELD TOSAs to support this work.)	

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	No Data because we we had no Foster Youth students to report These disparities underscore the urgent need for targeted early literacy programs and interventions. Addressing these gaps is critical to ensuring that all students have the foundational literacy skills necessary for future academic success. Cabrillo Unified School District is committed to implementing these targeted actions to close the literacy gap and support the academic achievement of all its students. EL Students: Consistently lower performance across grades compared to their peers, indicating a lack of gains in early literacy. LI Students: Notable declines in ELA performance, particularly in critical early grades. FY Students: No Data because we we had no Foster Youth students to report The data clearly illustrates that EL, LI, and FY students are falling behind their peers in early literacy development. To address these disparities, Cabrillo Unified School District will implement targeted early literacy programs and interventions.	Provide professional development for teachers focused on effective early literacy teaching strategies for these subgroups. (Strengthen Tier 1 Intervention.) Implement family engagement programs to support literacy development at home, especially targeting families of EL, FY, and LI students. Allocate resources to support the work needed for these identified subgroups. ********** Action Priority and Support: ********** Close the Achievement Gap: Provide the necessary support to close the achievement gap for EL, FY, and LI students. Implement data chats/circles to target specific areas of need for these subgroups. Allocate additional resources and specialized staff to schools with high populations of EL, FY, and LI students. Monitor progress through regular assessments and data analysis focused on these subgroups to ensure targeted interventions are effective. Consistency in Early Literacy Instruction: Ensure consistency in early literacy instruction and access to resources across all schools. Benefit all students while providing extra support where needed.	

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	Scope: LEA-wide	Efficient use of resources and implementation of best practices across the district. To Address Academic Disparities, we will effectively use our supplemental funds to address the most significant academic disparities identified in the data, ensuring targeted support for EL, FY, and LI students. Our main goal is to improve early literacy skills, foundational for future academic success, maximizing the long-term impact of these funds. We believe this is the best use of funds for our EL, FY, and LI students because by implementing these targeted early literacy actions, Cabrillo Unified School District aims to foster an inclusive and supportive learning environment that addresses the specific needs of our diverse student population. As previously mentioned, the professional development provided for these best practices will naturally support all students. Improved Early Literacy Skills: Lead to better overall academic performance. Reduce the achievement gap between EL, FY, and LI students compared to their peers. Increase student engagement and confidence in academic abilities, leading to higher retention and graduation rates.	
1.3	**Action:** Culturally Responsive Classrooms	By increasing instructional pedagogy that can benefit our unduplicated students (English Learners (EL), Low income (LI), and foster youth	By 2029, current gaps existing among 3rd, 7th, and 11th grade student

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	Need: Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students ********** All Students: (CAASPP DATA Proficient and Above for ELA 2022/2023) *3rd Grade: 44% *7th Grade: 40% *11th Grade: 41% English Learners (EL): *3rd Grade: 3% *7th Grade: 0% *11th Grade: 6% Socioeconomically Disadvantaged (LI): *3rd Grade: 16% *7th Grade: 26% *11th Grade: 22% Foster Youth (FY): No Data because we we had no Foster Youth students to report California Dashboard English Learner Progress Analysis of the data: When CAASPP data is compared to English Learner Progress data two results stand out: 1. The evidence is stark: Students who are not proficient in the instructional language (English) will not perform well academically	(FY)) we can have increased academic achievement for all students through the implementation of best instruction that benefits all learners. We believe this is the best use of funds for our EL, FY, and LI students because the actions below will particularly address the needs of unduplicated pupils by ensuring we provide Tier 1, Tier 2, and Tier 3 interventions and supports that will lead to increased culturally responsive classrooms. Below are the specific sub-actions that will lead to this goal. These sub-actions are provided on an LEA-wide basis because all of our schools serve unduplicated pupils. 1.3A | Continue training staff on best practice models of first instruction in the classroom to lower needs for intervention later 1.3B | Provide staff with culturally responsive curricula and materials to support inclusive and supportive learning environments 1.3C | Conduct site and classroom visits that are focused on monitoring and supporting culturally responsive teaching methods 1.3D | Expand existing after-school and summer school supports to improve student academic outcomes 1.3E | Continue outreach and translation services for families/caregivers to increase access to educational resources	subgroups will decrease by 10% in CAASPP ELA/Math

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	compared to white native English-speaking peers. English Learners (EL): *3rd Grade: 3% *7th Grade: 0% *11th Grade: 6% 2. Even when the English Learner Progress status is high, as it is at Cunha, Intermediate School there is not equivalent increase in performance on the CAASPP (0% of 7th grade EL's were proficient on the CAASPP). For LI students CAASPP data shows that student progress is not steadily increasing with student proficiency declining from 7th grade (26%) to 11th grade (22%). One would expect English Learner progress and CAASPP proficiency to mirror each other and that gains in English Learner Progress would net gains in CAASPP proficiency. We do not see this trend in fact based on 7th-grade results we see the opposite. One would expect if English Learner progress stalls so would CAASPP proficiency. This trend, unfortunately, is seen in the data. The fact that EL's that trend positively in EL progress trend poorly in academic achievement points to a need to address culturally relevant instruction and an examination of institutional biases that reliably	1.3F | Monitor instruction to ensure teaching affirms and includes multicultural and multilingual backgrounds ********** * ACTION PLAN TO ADDRESS TARGETED NEEDS ********** * Addressing universal first instruction focusing on fidelity to the adopted curriculum, culturally relevant teaching strategies, and consistent use of the cycle of instruction to monitor for progress will provide opportunities to support students before achievement gaps occur. Appropriate curriculum adoption, training, and curriculum fidelity will build instructional competency for our target subgroups of students (EL, FY, and LI). As mentioned earlier, a focus on teaching universal first instruction will have a secondary benefit to student across CUSD. Support of instructional practices through classroom visits ensures cohesiveness within and across grade levels and departments. After-school programs with a focus on student access to high-quality instruction would provide additive support for EL, FY, and LI students. Outreach to parents will ensure parents of EL, FY, and LI students have access to the same resources and practices of high-performing student groups. Outreach plans will be developed to match the preferred communication style of	

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	mute the achievement of not only ELs but Hispanic Latino and FY students as well. There is a demonstrated need to professional development in culturally relevant curriculum as well as addressing institutional and personal biases that appear to be keeping students from demonstrating and reaching their potential. While language acquisition can be an indicator for FY and LI students it is not true for all FY and LI students. Examination of barriers to progress academically and inclusion of local indicators to adequately, accurately, and in a timely manner provide the right level of support for students. Access and implementation of MTSS framework and tools, supports and resources attatched to that framework will allow for individual student profiles so that each student **Scope:** LEA-wide	parent groups. This would include the timing of outreach, the content of the material, follow-up with families, and providing requested resources and training as parents of EL, FY, and LI students have unique needs for addressing student supports in the home.	
2.1	**Action:** Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction **Need:** Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction.	By increasing instructional pedagogy that can benefit our unduplicated students (English Learners (EL), Low income (LI), and foster youth (FY)) we can have increased academic achievement for all students through the implementation of best instruction that benefits all learners.	By 2029, 3rd, 7th, and 11th grade At-Promise Students will demonstrate 10% growth on the CAASPP Assessments (ELA and Math), ELPAC, and RFEP rates of reclassification

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	********** All Students: (CAASPP DATA proficient and above for ELA 2022/2023) *3rd Grade: 44% *7th Grade: 40% *11th Grade: 41% English Learners (EL): *3rd Grade: 3% *7th Grade: 0% *11th Grade: 6% Socioeconomically Disadvantaged (LI): *3rd Grade: 16% *7th Grade: 26% *11th Grade: 22% Foster Youth (FY): No Data because we had no Foster Youth students to report Chronic Absentee Data (CA Dashboard 2023) FY: No data to report LI: Chronic Absenteeism is 26.9% EL: Chronic Absenteeism is 26.6% Analysis of the data: There is a correlation between chronic absenteeism and academic progress when comparing CAASPP data and Chronic Absentee Data	We believe this is the best use of funds for our EL, FY, and LI students because the actions below will address the needs of unduplicated pupils by ensuring we provide Tier 1, Tier 2, and Tier 3 interventions and supports that will lead to increased college and career opportunities. 2.1A Training in the MTSS framework and accessing and monitoring Tiered support through Coordination of Service Teams and Student Success Teams. 2.2B. Ensure that PBIS structures are in place and monitored regularly. When implementing Tier 1, Tier 2, and Tier 3 interventions and support, our priority for these interventions will focus on our unduplicated students. Interventions will include after-school interventions, summer school, after-school wrap-around services, and SEL services. These sub-actions are provided on an LEA-wide basis because all of our schools serve improved achievement for Unduplicated Students by increasing academic outcomes using best-practice instruction.	

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	Scope: LEA-wide		
2.2	**Action:** Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways **Need:** Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways 5-Year Graduation Rates 2023: All Students: 88.2% Low Income: 80.7% English Learners: 70% Foster Youth: No Data College and Career 2023: All Students prepared 48.3% English Learners prepared: 0% Low Income prepared: 16.1% Foster Youth: No Data By increasing Advanced Placement (AP) and honors course opportunities, interscholastic athletics, and electives of our At-Promised students, we can ensure fair practices for all our students. These efforts will enhance academic achievement for all students and expand college and career pathways.	The actions below will address the needs of unduplicated pupils by providing Tier 1, Tier 2, and Tier 3 interventions and supports, ultimately leading to increased college and career opportunities. Allocating funds to increase Advanced Placement (AP) and honors course opportunities, interscholastic athletics, and electives is the best use of resources because it directly addresses the needs of our unduplicated students. By investing in these areas, we ensure that English learners (EL), low-income (LI) students, and foster youth (FY) have access to high-quality educational experiences and extracurricular opportunities. This equitable approach helps close achievement gaps, fosters a sense of belonging, and promotes a well-rounded education. We will provide tailored academic support for English learners that enhances language proficiency and boosts overall academic performance. Increased access to AP and honors courses will challenge these students and prepare them for post-secondary education. For low-income students, we hope to break down financial and social barriers that may prevent them from accessing advanced coursework and extracurricular activities, thereby increasing their academic achievement, engagement, and future college and career prospects. For foster youth, our goal is to offer stability and a supportive learning environment that recognizes and addresses their	By 2029, CUSD will show a 10% increase in participation of Unduplicated Students in Advanced Placement (AP) and Honors Courses, Interscholastic Athletics, and Electives

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	Scope: LEA-wide	unique challenges. Participation in advanced courses and extracurricular activities will help foster youth build resilience, develop leadership skills, and create pathways to higher education and fulfilling careers. By focusing on these areas, we aim to create a more inclusive and equitable educational environment that supports the academic and personal growth of all our students Below are the specific sub-actions that will lead to this goal. These sub-actions are provided on an LEA-wide basis because all of our students will benefit from increasing fair and equitable practices for all students. 2.2A Convene a Diversity, Equity, and Inclusion (DEI) Committee as recommended in CUSD Equity Audit 2.2B Increase outreach to Spanish-speaking (hispanohablante) families to improve school-home communication and support student outcomes 2.2 C Review current course and program enrollment process and requirements to increase advanced course enrollment opportunities for all student subgroups 2.2D Institutionalize Link Crew and WEB programs at HMBHS and Cunha to help foster student leadership and provide peer mentoring	

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		2.2E Engage all school communities to systematically review data on student outcomes and identify solutions to support equitable schools and build high-quality school-family relationships 2.2 F Increase professional development to support At-Promise Students, enhance teacher-student relationships, and improve peer interactions (LCAP 1.3 & 1.4)	
2.3	**Action:** Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners **Need:** The Dashboard data for 2023 highlights significant chronic absenteeism rates for English Learners (EL) and low-income (LI) students (in the Dashboard Socioeconomically Disadvantaged) as well as other subgroups within the general student population. This data highlights the urgency needed to target interventions to address these attendance, and therefore student success gaps. In addition, the suspension rate for EL and LI students was higher than for the district average, and for all subgroups The Foster Youth data from CALPADS for 2022-23 and 2023-24 shows 0 students for Cabrillo Unified	This action addresses the high rates of chronic absenteeism and suspension among English learners (EL), foster youth (FY), and low-income (LI) students, as highlighted by the 2023 Dashboard data. The district is implementing targeted support measures, including maintaining secondary school counselors, expanding youth-led leadership, and increasing restorative community circles. By focusing on family engagement through home visits and 1-on-1 meetings, the district ensures that EL, LI, and FY students receive the necessary support to improve attendance and academic success. These actions promote a positive, safe, and welcoming campus environment that benefits all students by enhancing engagement, reducing suspension rates, and fostering positive peer interactions. This is the best use of funds as it directly addresses the critical issues identified by the data, improving attendance and academic outcomes for EL, LI, and FY students. By investing in targeted interventions and family engagement strategies, the district ensures efficient use of resources to create a more equitable and supportive learning	By 2029, reduce exclusionary discipline by 10% in secondary schools, increasing Restorative Justice practices in all sites

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	Data from CA School Dashboard for Cabrillo Unified, 2023 All Students: 23% Chronically Absent English Learners (EL): 25.9% Chronically Absent Socioeconomically Disadvantaged (LI): 26.9% Chronically Absent 2022-2023 Data from CUSD SIS for all students: Suspension Rate: 2021-22: 2% 2022-23: 2.70% Suspension Rate 2023 EL: 3.4%, a 1.1% increase Suspension Rate 2023 LI: 4.3%. a 1.6% increase **Scope:** LEA-wide	environment for all students. The goal is to enhance language proficiency and academic performance for English learners, remove barriers to education for low-income students, and provide stability and support for foster youth. Overall, the district aims to increase college and career readiness and promote positive school experiences for these students. Below are the specific sub-actions that will lead to this goal. These sub-actions are provided on an LEA-wide basis because all of our students will benefit from increasing fair and equitable practices for all students. 2.3A Maintain secondary school counselors to provide services needed for At-Promise Students (LCAP 4.5) 2.3B Expand emerging youth-led leadership and peer mentoring initiatives across sites to develop positive student role models 2.3C Strengthen training in SMCOE Big 5 Safety Protocol guidelines and Incident Command System (ICS) structure to improve site emergency responses 2.3D Increase the use of Alternatives to Suspension and exclusionary discipline to keep students in school, productively engaged, and accessing their education	

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		2.3E Expand staff training and implementation of restorative community circles at all sites to improve peer-to-peer interactions 2.3F Partner with SMCOE on the implementation of student safety protocols to guide campus security efforts Analysis of the Data: The data indicates that chronic absenteeism is high across the district and significantly impacts EL and LI students, who may not have family resources to compensate for lack of instruction. Engagement and communication with families, as well as family education on the importance of school attendance, can have a positive affect on student attendance. Communicating to families in engagement events and parent organizations, as well as targeted support with home visits and 1-on-1 meetings for families with students at Tier 2 and 3 levels can also impact attendance. There is a demonstrated need for Alternatives to Suspension, expanding upon existing Alcohol, Tobacco, and Other Drugs alternatives, as well as the continuation of efforts to implement restorative justice practices district-wide.	
3.3	**Action:** Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships **Need:**	This action prioritizes English learners (EL), foster youth (FY), and low-income (LI) students by providing comprehensive family engagement and support through culturally competent resources and community partnerships. By implementing Tier 1, Tier 2, and Tier 3 interventions, we address the specific needs of unduplicated pupils, as identified by data, to ensure they receive the necessary	By 2029, implement a plan for home-school connectedness demonstrating a 10% increase as shown in parent/family surveys

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	Dashboard Local Climate Survey Summary: Cabrillo Unified School utilized data from our Healthy Kids Survey (2022-2023) and surveyed a total of 672 students in grades 5th-12th grade. In addition, a summary of the 4 Healthy Kids Survey themes is demonstrated below. 52% School connectedness 64% Academic motivation 52% Caring Adult Relationship 59% Schools perceived as Safe or Very Safe Using CA Healthy Kids (students responding strongly agreeing or agreeing to their self-perception on their academic motivation): English Learners in 7th grade perform 4% less than non-English Learners using the Academic Motivation English Learners in 9th grade perform 7% less than non-English Learners using the Academic Motivation English Learners in 11th grade perform 3% less than non-English Learners using the Academic Motivation Foster Youth: We had no Foster Youth and Low-Income and will determine baseline data this upcoming school year After reviewing and interpreting data, although we have various other strengths, an area of	support to thrive academically and personally. These interventions will lead to increased family engagement and academic support, which are crucial for the success of these student groups. By implementing these actions district-wide, we ensure consistency in support and resources, fostering an inclusive environment where every student has the opportunity to succeed. The collective effort across the LEA enhances the overall effectiveness of the programs and promotes equity and excellence in education. While the primary focus is on supporting English learners, low-income, and foster youth students, these actions will benefit all students by fostering a more inclusive and supportive educational environment. By strengthening family engagement, enhancing communication, and providing comprehensive academic and extracurricular opportunities, we create a culture of high expectations and support for all students. This inclusive approach promotes a sense of belonging, improves the overall school climate, and elevates academic outcomes for every student. Allocating funds to these actions is the best use of resources because it directly addresses the needs of EL, FY, and LI. By investing in family engagement, culturally competent resources, and targeted interventions, we ensure that every student has the support needed to succeed academically and personally. This strategic use of funds maximizes the impact of our educational	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	improvement is to support students with feeling safe at school. Areas of need in order to address this gap: District-wide social-emotional learning curriculum District-wide Positive Behavior Intervention System (PBIS) system of support. District-wide adoption of the Multi-Tiered System of Support (MTSS) framework to address the whole child, inclusive of Social, Cultural, and Behavioral supports. Engage in a cycle of continuous improvement by analyzing our data to determine if we see improvement using both quantitative and qualitative data around students' social-emotional learning and sense of belonging at school. Specific Actions: *Enhanced Cultural Competency: Training for staff on diverse cultural needs. *Community Partnerships: Collaborate with local organizations to provide culturally relevant workshops and resources. *Parent Engagement: Expand outreach efforts with targeted communication in multiple languages. Benefits for EL, FY, and LI Students: *Closing the Gap: Ensure equitable access to resources and support services.	programs and fosters equity, inclusion, and excellence throughout the district. For English learners, we aim to provide tailored academic support that enhances language proficiency and boosts overall academic performance. For low-income students, we strive to eliminate barriers to advanced coursework and extracurricular activities, increasing their engagement and future prospects. For foster youth, our goal is to offer stability and support that recognizes their unique challenges, helping them build resilience and pursue higher education and fulfilling careers. Overall, we aim to increase academic achievement, provide college and career pathways, and foster a supportive, inclusive environment for all unduplicated pupils. Provide culturally competent resources to students and families by strengthening community partnerships focused on unduplicated students to target English Learners (EL), Low-income (LI), and foster youth (FY). The actions below will address the needs of unduplicated pupils by ensuring we provide Tier 1, Tier 2, and Tier 3 interventions and supports that will lead to increased family engagement support. Below are the specific sub-actions that will lead to this goal. These sub-actions are provided on an LEA-wide basis because all of our students will benefit by increasing academic outcomes using best-practice instruction.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*Enhanced Participation: Increase family and community involvement through tailored initiatives. Rationale for LEA-wide Implementation: *Equity Focus: While targeting specific student groups, benefits extend to all students through enriched diversity awareness and inclusive practices. *Efficient Resource Utilization: Maximizing supplemental funds to address systemic barriers and promote inclusive education practices. Expected Outcomes: • Improved Engagement: Increase in parent and community participation by 15% across targeted committees and events. Equity Advancements: Establishment of a Diversity, Equity, and Inclusion (DEI) committee to sustain efforts beyond initial implementation. • By aligning your approach with these data-driven insights and strategic actions, you can effectively communicate the rationale and expected impact of Action 3.3 on EL, FY, and LI students within your educational community.	3.3A Provide family engagement support to help families prioritize student attendance and support academic progress 3.3B Maintain participation with family organizations (e.g., ELAC, DELAC, PTO, SIPA, SSC, et cetera) and initiate the DEI Committee to advise on the process 3.3C Develop a communication plan for regular family engagement activities at district and school sites to foster positive relationships for staff and families 3.3D Expand case management strategy with an emphasis on parent/family education and support 3.3 E Increase parent/family training on College and Career student pathways (e.g., A-G graduation pathway, CUSD graduation pathway, dual enrollment, and concurrent enrollment) 3.3 F Develop a home visit protocol as part of standard student intervention processes	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Cabrillo Unified School District does not qualify and, therefore, does not receive concentration funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	28:1	

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	19:1	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	29,789,663	2,357,273	7.913%	0.000%	7.913%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,180,000.00	$0.00	$0.00	$0.00	$6,180,000.00	$2,923,000.00	$3,257,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	College and Career	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$1,175,000.00	$60,000.00	$1,235,000.00				$1,235,000.00	
1	1.2	Early Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$0.00	$222,000.00	$222,000.00				$222,000.00	
1	1.3	Culturally Responsive Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$610,000.00	$0.00	$610,000.00				$610,000.00	
2	2.1	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$135,000.00	$210,000.00	$345,000.00				$345,000.00	
2	2.2	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$600,000.00	$85,000.00	$685,000.00	$0.00	$0.00	$0.00	$685,000.00	
2	2.3	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$365,000.00	$25,000.00	$390,000.00				$390,000.00	
2	2.4	Increase staff, family and community engagement strategies to reduce chronic absenteeism.	All Students with Disabilities Hispanic; Homeless Youth; Socio-economically	No			All Schools Specific Schools: Hatch ES Farallone	3 Years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Disadvantaged; White				View ES Kings Mountain ES El Granada ES Cunha Intermediate									
3	**3.1**	Layers of Support	All	No			All Schools	3 Years	$0.00	$137,000.00	$137,000.00	$0.00	$0.00	$0.00	$137,000.00	
3	**3.2**	Social Emotional Support Provide services promoting social-emotional learning, mental health, and emotional support for students	All	No			All Schools	3 Years	$0.00	$57,000.00	$57,000.00	$0.00	$0.00	$0.00	$57,000.00	
3	**3.3**	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$38,000.00	$0.00	$38,000.00	$0.00	$0.00	$0.00	$38,000.00	
4	**4.1**	Environmental Sustainability	All	No			All Schools	3 Years	$0.00	$2,211,000.00	$2,211,000.00	$0.00	$0.00	$0.00	$2,211,000.00	
4	**4.2**	Fiscal Sustainability: Align, augment, and monitor fiscal resources to ensure financial stability In both current year and out years 2027 in the district's multi-year budgeting process, CUSD will work to meet its legally required minimum three percent (3%) reserve for economic uncertainties ensuring positive certifications.	All	No			All Schools	3 Years	$0.00	$15,000.00	$15,000.00	$0.00	$0.00	$0.00	$15,000.00	
4	**4.3**	In both the current year and out years 2027, CUSD will work on	All	No			All Schools	3 Years	$0.00	$235,000.00	$235,000.00				$235,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		increasing Employee Sustainability by 3%: Create systems to recruit, retain, and support highly qualified and diverse staff														

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
29,789,663	2,357,273	7.913%	0.000%	7.913%	$3,525,000.00	0.000%	11.833 %	**Total:**	$3,525,000.00
								LEA-wide Total:	$3,525,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	College and Career	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,235,000.00	
1	1.2	Early Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$222,000.00	
1	1.3	Culturally Responsive Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$610,000.00	
2	2.1	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$345,000.00	
2	2.2	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$685,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$390,000.00	
3	3.3	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$39,355,463.00	$48,608,924.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Highly Qualified Staff	No	$29,470,904.00	$35,574,248
1	**1.2**	New Teacher Induction Program	No	$72,750.00	$68,250
1	**1.3**	Increased Professional Development (All Students)	Yes	$11,376.00	$16,859
1	**1.4**	Increased Professional Development (At-Promise Students)	Yes	$30,000.00	$34,294
1	**1.5**	NGSS Instruction - Elementary	No	$121,554.00	$137,308
1	**1.6**	NGSS Support	No	$10,100.00	$13,039
1	**1.7**	AVID Program	Yes	$100,000.00	$121,509
1	**1.8**	Career Technical Education Program	No	$109,190.00	$180,726
1	**1.9**	Credit Recovery	Yes	$75,000.00	$68,937
1	**1.10**	Early College Access (At-Promise Students)	Yes	$10,000.00	$5,000
1	**1.11**	Special Education Services	No	$3,419,322.00	$4,132,458

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Intervention Services	No	$410,083.00	$315,145
1	1.13	Health Services	No	$334,283.00	$522,324
2	2.1	District-wide Literacy Supports	No	$100,000.00	$74,941
2	2.2	English Language Development district-wide aligned curriculum	Yes	$60,000.00	$49,041
2	2.3	MTSS Implementation: District Wide formative and summative assessments	No	$100,000.00	$159,027
2	2.4	PreK-12th Expanded Supports and Programs	Yes	$150,000.00	$166,948
2	2.5	Grades TK-3 reduced ratio of 24-to-1	No	$500,000.00	$500,000.00
2	2.6	Spanish Courses	No	$403,563.00	$495,922
2	2.7	Dual Immersion Preschool	No	$100,000.00	$47,439
2	2.8	Big Lift (Early Literacy Initiative) Collaborative	No	$2,000.00	$2,823
2	2.9	English Language Development Interventions & Curriculum	Yes	$110,000.00	$107,809
2	2.10	Technology Enhanced Curriculum	Yes	$33,221.00	$46,442
2	2.11	Dyslexia Intervention and Common Core Aligned Materials	No	$15,000.00	$5,471

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.12	English Language Development Secondary Sections	Yes	$250,000.00	$129,645
2	2.13	English Language Development Specialists	Yes	$300,000.00	$451,877
3	3.1	Summer School Interventions	Yes	$155,877.00	$210,850
3	3.2	Interventions and Tutoring	Yes	$150,000.00	$128,719
3	3.3	Community & Parent Engagement Committees	No	$20,000.00	$11,584
3	3.4	Family & Student Case Management	Yes	$5,000.00	$5,120
4	4.1	Counseling Supports	Yes	$70,000.00	$51,821
4	4.2	Family Engagement Supports	Yes	$280,000.00	$274,596
4	4.3	Translation Services	Yes	$75,000.00	$4,723
4	4.4	Improved School Facilities	No	$613,943.00	$2,970,565
4	4.5	Secondary Counseling Services	Yes	$259,000.00	$328,899
4	4.6	Multi Tiered Systems of Supports	No	$75,000.00	$51,100
5	5.1	Continue Implementation of our Multi Tiered Systems of Support (MTSS) to support our at-promise groups of students	Yes	$855,051.00	$638,376

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.2**	Elementary Reading Intervention Teachers	Yes	$348,246.00	$334,868
5	**5.3**	Increased during school and after school enrichment services	Yes	$150,000.00	$170,221

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,547,525.00	$3,467,771.00	$3,346,554.00	$121,217.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Increased Professional Development (All Students)	Yes	$11,376.00	$16,859		
1	1.4	Increased Professional Development (At-Promise Students)	Yes	$20,000.00	$34,294		
1	1.7	AVID Program	Yes	$100,000.00	$121,509		
1	1.9	Credit Recovery	Yes	$75,000.00	$68,937		
1	1.10	Early College Access (At-Promise Students)	Yes	$10,000.00	$5,000		
2	2.2	English Language Development district-wide aligned curriculum	Yes	$60,000.00	$49,041		
2	2.4	PreK-12th Expanded Supports and Programs	Yes	$150,000.00	$166,948		
2	2.9	English Language Development Interventions & Curriculum	Yes	$110,000.00	$107,809		
2	2.10	Technology Enhanced Curriculum	Yes	$33,221.00	$46,442		
2	2.12	English Language Development Secondary Sections	Yes	$250,000.00	$129,645		
2	2.13	English Language Development Specialists	Yes	$300,000.00	$451,877		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Summer School Interventions	Yes	$155,877.00	$210,850		
3	3.2	Interventions and Tutoring	Yes	$150,000.00	$128,719		
3	3.4	Family & Student Case Management	Yes	$5,000.00	$5,120		
4	4.1	Counseling Supports	Yes	$70,000.00	$51,821		
4	4.2	Family Engagement Supports	Yes	$280,000.00	$274,596		
4	4.3	Translation Services	Yes	$75,000.00	$4,723		
4	4.5	Secondary Counseling Services	Yes	$259,000.00	$328,899		
5	5.1	Continue Implementation of our Multi Tiered Systems of Support (MTSS) to support our at-promise groups of students	Yes	$855,051.00	$638,376		
5	5.2	Elementary Reading Intervention Teachers	Yes	$348,246.00	$334,868		
5	5.3	Increased during school and after school enrichment services	Yes	$150,000.00	$170,221		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
29,222,257	$2,547,525.00		8.718%	$3,346,554.00	0.000%	11.452%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cabrillo Unified School District	Amber Lee-Alva Superintendent	amberleealva@cabrillo.k12.ca.us (650) 712-7100

Goals and Actions

Goal

Goal #	Description
1	Student Achievement (Academic & Social-Emotional) BROAD GOAL The metrics and actions within this goal will ensure we maintain high-quality staff, define a district-wide implementation of academic content and performance standards, provide opportunities for all students to access courses, and support the social-emotional needs of our students and families. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal. LCAP Priorities: Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair Priority 2: Implementation of academic content and performance standards adopted by SBE Priority 7: Course Access Priority 8: Other Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students proficient in English Language Arts - CAASPP Assessment (Grades 3rd- 12th) Local Assessment - Literably 8th (Grades K-2nd)	2020-2021 ALL STUDENTS 3rd - 56% 4th - 50% 5th - 54% 6th - 62% 7th - 65% 8th - 74% 11th - 87%	2021-2022 ALL STUDENTS 3rd - 45% 4th - 24% 5th - 42% 6th - 38% 7th - 39% 8th - 40% 11th - 49%	2022-2023 ALL STUDENTS 3rd - 33% 4th - 37% 5th - 35% 6th - 27% 7th - 45% 8th - 50% 11th - 55%	Lexia Learning discontinued the Rapid Assessment for the 2023-2024. In the meantime, we are sharing our CAASPP results since they will be a focal metric in our new LCAP. ALL STUDENTS	2023-2024 ALL STUDENTS 3rd - 66% 4th - 60% 5th - 64% 6th - 72% 7th - 75% 8th - 84% 11th - 97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ENGLISH ONLY 3rd - 51% 4th - 49% 5th - 50% 6th - 57% 7th - 65% 8th - 74% 11th - 87% ENGLISH LEARNERS 3rd - 6% 4th - 2% 5th - 24% 6th - 41% 7th - 0% 8th - 0% 9th - 0% SPECIAL EDUCATION 3rd - 4% 4th 1% 5th - 14% 6th - 10% 7th - 4% 8th - 1% 11th - 4% WHITE 3rd - 19% 4th - 17% 5th - 11% 6th - 25% 7th - 25%	ENGLISH ONLY 3rd - 62% 4th - 43% 5th - 55% 6th -59% 7th - 55% 8th - 50% 11th - 69% ENGLISH LEARNERS 3rd - 15% 4th - 0% 5th - 11% 6th - 4% 7th - 5% 8th - 0% 11th - 11% SPECIAL EDUCATION 3rd - 37% 4th - 4% 5th - 25% 6th - 4% 7th - 0% 8th - 13% 11th - 4% WHITE 3rd - 68% 4th - 53% 5th - 59% 6th - 61% 7th - 65%	ENGLISH ONLY 3rd - 41% 4th - 52% 5th - 63% 6th - 29% 7th - 61% 8th - 60% 11th - 71% ENGLISH LEARNERS 3rd - 3% 4th - 3% 5th - 0% 6th - 0% 7th - 17% 8th - 0% 11th -8% SPECIAL EDUCATION 3rd - 0% 4th - 10% 5th - 0% 6th - 0% 7th - 33% 8th - 17% 11th -5% WHITE 3rd - 45% 4th - 55% 5th - 62% 6th - 11% 7th - 66%	3rd - 44% 4th - 44% 5th - 43% 6th - 32% 7th - 40% 8th - 42% 11th - 41% ENGLISH ONLY 3rd - 63% 4th - 60% 5th - 64% 6th - 46% 7th - 59% 8th - 50% 11th -56% ENGLISH LEARNERS 3rd - 3% 4th - 10% 5th - 9% 6th - 3% 7th - 0% 8th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 6% 4th - 11% 5th - 10% 6th - 14% 7th - 7% 8th - 5%	ENGLISH ONLY 3rd - 61% 4th - 59% 5th - 60% 6th - 67% 7th - 75% 8th - 84% 11th - 97% ENGLISH LEARNERS 3rd - 16% 4th - 12% 5th - 34% 6th - 51% 7th - 10% 8th - 10% 9th - 10% SPECIAL EDUCATION 3rd - 14% 4th 11% 5th - 24% 6th - 20% 7th - 14% 8th - 11% 11th - 14% WHITE 3rd - 29% 4th - 27% 5th - 21% 6th - 35% 7th - 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th - 36% 11th - 33% HISPANIC LATINO 3rd - 6% 4th - 4% 5th - 4% 6th - 6% 7th - 12% 8th - 7% 9th - 25% SOCIOECONOMICALLY DISADVANTAGED 3rd - 23% 4th - 8% 5th - 10% 6th - 24% 7th - 24% 8th - 15% 11th - 50%	8th - 49% 11th - 67% HISPANIC LATINO 3rd - 16% 4th - 10% 5th - 26% 6th - 21% 7th - 21% 8th - 27% 11th - 32% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 4th - 6% 5th - 23% 6th - 20% 7th - 22% 8th - 27% 11th - 26%	8th - 72% 11th - 75% HISPANIC LATINO 3rd - 19% 4th - 17% 5th - 14% 6th - 23% 7th - 24% 8th - 32% 11th - 34% SOCIOECONOMICALLY DISADVANTAGED 3rd - 0% 4th - 3% 5th - 0% 6th - 0% 7th - 10% 8th - 7% 11th - 1%	11th - 5% WHITE 3rd - 71% 4th - 64% 5th - 63% 6th - 52% 7th - 67% 8th - 60% 11th -70% HISPANIC LATINO 3rd - 31% 4th - 35% 5th - 36% 6th - 19% 7th - 25% 8th - 48% 11th - 24% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 4th - 24% 5th - 30% 6th - 26% 7th - 26% 8th - 26% 11th -22%	8th - 46% 11th - 43% HISPANIC LATINO 3rd - 16% 4th - 14% 5th - 14% 6th - 16% 7th - 22% 8th - 17% 9th - 35% SOCIOECONOMICALLY DISADVANTAGED 3rd - 43% 4th - 18% 5th - 20% 6th - 34% 7th - 34% 8th - 25% 11th - 60%
% of students proficient in	2020-2021 ALL STUDENTS	2021-2022 ALL STUDENTS	2022-2023 ALL STUDENTS	Lexia Learning discontinued the Rapid Assessment for	2023-2024 ALL STUDENTS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mathematics - 3rd - 5th (Local Math Benchmark) Source: CUSD Local Data 2021-2022	3rd - 74% 4th - 64% 5th - 72% 6th - 38% 7th - 43% 8th - 71% 11th - 57% ENGLISH ONLY 3rd - 54% 4th - 51% 5th - 49% 6th - 28% 7th - 40% 8th - 64% 11th - 76% ENGLISH LEARNERS 3rd - 8% 4th - 1% 5th - 11% 6th - 3% 7th - 0% 8th - 0% 9th - 0% SPECIAL EDUCATION 3rd - 0% 4th - 0% 5th - 0% 6th - 0% 7th - 0% 8th - 0%	3rd - 35% 4th - 10% 5th - 20% 6th - 64% 7th - 49% 8th - 46% 11th - 54% ENGLISH ONLY 3rd - 42% 4th - 19% 5th - 33% 6th - 73% 7th - 53% 8th - 56% 11% - 71% ENGLISH LEARNERS 3rd - 18% 4th - 0% 5th - 2% 6th - 39% 7th - 20% 8th - 16% 11% - 20% SPECIAL EDUCATION 3rd - 22% 4th - 0% 5th - 13% 6th - 255 7th - 0% 8th - 21%	3rd - 32% 4th - 38% 5th - 25% 6th - 67% 7th - 47% 8th - 31% 11th - 65% ENGLISH ONLY 3rd - 48% 4th - 47% 5th - 30% 6th - 78% 7th - 54% 8th - 40% 11th -61% ENGLISH LEARNERS 3rd - 11% 4th - 14% 5th - 12% 6th - 43% 7th - 30% 8th - 19% 11th -0% SPECIAL EDUCATION 3rd - 0% 4th - 40% 5th - 0% 6th - 60% 7th - 22% 8th - 0%	the 2023-2024. In the meantime, we are sharing our CAASPP Math results since they will be a focal metric in our new LCAP. ALL STUDENTS 3rd - 45% 4th - 46% 5th - 31% 6th - 27% 7th - 31% 8th - 20% 11th - 26% ENGLISH ONLY 3rd - 59% 4th - 60% 5th - 54% 6th - 41% 7th - 50% 8th - 27% 11th -40% ENGLISH LEARNERS 3rd - 15% 4th - 12% 5th - 0% 6th - 0% 7th - 0% 8th - 0% 11th - 6%	3rd - 84% 4th - 74% 5th - 82% 6th - 48% 7th - 53% 8th - 81% 11th - 67% ENGLISH ONLY 3rd - 64% 4th - 61% 5th - 59% 6th - 38% 7th - 50% 8th - 74% 11th - 86% ENGLISH LEARNERS 3rd - 18% 4th - 11% 5th - 11% 6th - 13% 7th - 10% 8th - 10% 9th - 10% SPECIAL EDUCATION 3rd - 10% 4th - 10% 5th - 10% 6th - 10% 7th - 10% 8th - 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	11th - 1% WHITE 3rd - 41% 4th - 38% 5th - 41% 6th - 22% 7th - 30% 8th - 57% 11th - 40% HISPANIC-LATINO 3rd - 28% 4th - 21% 5th - 21% 6th - 12% 7th - 9% 8th - 8% 9th - 70% SOCIOECONOMICALLY DISADVANTAGED 3rd - 12% 4th - 27% 5th - 14% 6th - 52% 7th - 6% 8th - 6% 11th - 14%	11th - 0% WHITE 3rd - 43% 4th - 20% 5th - 38% 6th - 73% 7th - 54% 8th - 60% 11th -76% HISPANIC LATINO 3rd - 28% 4th - 4% 5th - 6% 6th - 55% 7th - 39% 8th - 28% 11th - 36% SOCIOECONOMICALLY DISADVANTAGED 3rd - 22% 4th - 37% 5th - 24% 6th - 62% 7th - 16% 8th - 16% 11% - 24%	11th - 67% WHITE 3rd - 38% 4th - 46% 5th - 35% 6th - 79% 7th - 51% 8th - 57% 11th - 60% HISPANIC LATINO 3rd - 23% 4th - 22% 5th - 19% 6th - 55% 7th - 42% 8th - 21% 11th - 67% SOCIOECONOMICALLY DISADVANTAGED 3rd - 9% 4th - 27% 5th - 20% 6th - 53% 7th - 41% 8th - 22% 11th - 65%	SPECIAL EDUCATION 3rd - 22% 4th - 23% 5th - 15% 6th - 11% 7th - 4% 8th - 0% 11th - 6% WHITE 3rd - 68% 4th - 63% 5th - 61% 6th -46% 7th - 59% 8th - 35% 11th -46% HISPANIC LATINO 3rd -12% 4th -33% 5th -14% 6th -19% 7th -28% 8th - 15% 11th -16% SOCIOECONOMICALLY DISADVANTAGED 3rd - 28% 4th - 32% 5th -13 %	11th - 11% WHITE 3rd - 51% 4th - 48% 5th - 51% 6th - 32% 7th - 40% 8th - 67% 11th - 50% HISPANIC-LATINO 3rd - 38% 4th - 31% 5th - 31% 6th - 22% 7th - 19% 8th - 18% 9th - 80% SOCIOECONOMICALLY DISADVANTAGED 3rd - 22% 4th - 37% 5th - 24% 6th - 62% 7th - 16% 8th - 16% 11th - 24%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				6th -13 % 7th - 14% 8th - 7% 11th -11%	
Maintain Highly Qualified Staff Source: CUSD Local Data	2020-2021 100% Highly Qualified Staff	2021-2022 97% Highly Qualified Staff	2022-2023 99% Highly Qualified Staff	2023-2024 97% Highly Qualified Staff	2023-2024 Maintain 100% Highly Qualified Staff
Support for new CUSD Teachers: Teacher Induction Program Source: CUSD Local Data	2020-2021 100% New Teachers participate in the Teacher Induction Program	2021-2022 100% New Teachers participate in the Teacher Induction Program	2022-2023 100% New Teachers participate in the Teacher Induction Program	2023-2024 100% New Teachers participate in the Teacher Induction Program	2023-2024 Maintain 100% participation of new teacher enrollment in the Teacher Induction Program
Staff Professional Development Source: CUSD Local Data	2020-2021 CUSD Certificated Staff participate in 6 professional development opportunities	2021-2022 CUSD Certificated Staff participate in 7 professional development opportunities	2022-2023 CUSD Certificated Staff participate in 7 professional development opportunities	2023-2024 CUSD Certificated Staff participate in 10 professional development opportunities	2023-2024 CUSD Certificated Staff participate in 10 professional development opportunities
% of Student Proficiency in Science Source: CAASPP / CDE DataQuest	2020-2021 30 % Proficient or Above in the California Science Test (CAST)	2021-2022 33.43% Proficient or Above in the California Science Test (CAST)	2022-2023 31.5% Proficient or Above in the California Science Test (CAST)	2023-2024 % Proficient or Above in the California Science Test (CAST) 5th grade - 28%	2023-2024 40% Proficient or Above in the California Science Test (CAST)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				8th grade - 24% 12th grade - 21%	
Science Professional Development Source: CUSD Local Data	2020-2021 8 Yearly Science Collaboration Meetings	2021-2022 8 Yearly Science Collaboration Meetings	2022-2023 8 Yearly Science Collaboration Meetings	2023-2024 8 yearly Science Collaboration Meetings	2023-2024 Maintain 8 Yearly Science Collaboration Meetings
AVID Program Student Applications into post-secondary schools Source: CUSD Local Data	2020-2021 35% of AVID students enrolled into post-secondary schools	2021-2022 100% of AVID students enrolled into post-secondary schools	2022-2023 100% of AVID students enrolled into post-secondary schools	2023-2024 100% of AVID students enrolled into post-secondary schools	2023-2024 80% of AVID students enroll into post-secondary schools
Career Technical Education Pathways Source: CUSD Local Data	2020-2021 3 CTE Pathways (agriculture, construction, and broadcasting)	2021-2022 3.5 CTE Pathways | 3 full pathways (agriculture, construction and building trades) and .5 pathway (computer science)	2022-2023 3 CTE Pathways | 3 full pathways (agriculture, construction and building trades)	2023-2024 3 CTE pathways| 3 full pathways (agriculture, construction, and building trades)	2023-2024 4 CTE Pathways (agriculture, construction, computer science, and broadcasting)
Credit Recovery Source: CUSD Local Data	2020-2021 1 Credit Recovery Professional Development for Teachers	2021-2022 1 Credit Recovery Professional Development for Teachers	2022-2023 1 Credit Recovery Professional Development for Teachers	2023-2024 3 Credit Recovery Professional Development for Teachers	2023-2024 3 Credit Recovery Professional Development for Teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Early College Access Source: CUSD Local Data	2020-2021 0 Early College Access Courses or Dual-Enrollment Course	2021-2022 0 Early College Access Courses or Dual Enrollment Course	2022-2023 31 Early College Access Courses or Dual Enrollment Course	2023-2024 14 Early College Access Courses or Dual Enrollment Course	2023-2024 3 Early College Access Courses or Dual-Enrollment Course
Special Education Supports Source: CUSD Local Data	2020-2021 6 Special Education Professional Development Opportunities for Staff	2021-2022 6 Special Education Professional Development Opportunities for Staff	2022-2023 14 Special Education Professional Development Opportunities for Staff	2023-2024 14 Special Education Professional Development Opportunities for Staff	2023-2024 10 Special Education Professional Development Opportunities for Staff
Retention of Highly Qualified Staff Source: CUSD Local Data	2020-2021 85% Highly Qualified Staff Retention	2021-2022 90% Highly Qualified Staff Retention	2022-2023 99% Highly Qualified Staff Retention	2023-2024 88% Qualified Staff Retention	2023-2024 95% Highly Qualified Staff Retention

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions and services in LCAP Goal 1 were carried out as planned. There were no substantive differences in planned actions and actual implementation of these actions.

The California School Dashboard will allow us to provide meaningful information on school and district progress so they can participate in decisions to improve student learning.

California Department of Education (CDE) for the 2023 Dashboard to only display the most current year of data (also known as Status). The performance levels indicate how well students are meeting grade-level standards on the CAASPP assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11. We will be reported using one of five Status
levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High).

CUSD will also use selected 2023-2024 local benchmark assessments as LCAP metrics. This data will be used locally to determine additional services for students who have demonstrated a gap
in either academic or social-emotional needs.
After a close analysis of our data, teams at the district and site levels will determine additional services for students who have demonstrated a gap in either academic or social-emotional needs.

In addition, a few of our goals were slightly modified.
*AVID Goal 1 Action 7 has changed to serve only high school students. Over the last few years, our AVID program at the middle school had a decreased enrollment of students signing up for AVID sections due to being unable to take elective courses. Instead, our goal is to support our at-promise middle school students by embedding AVID-type and research-based engagement strategies within the current courses.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During the 2023-2024 school year, various one-time grants and categorical carryover funds were required to be spent by the end of the 2023-2024 academic year. For actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures that exceeded the budget, state/federal grants or LCFF Base funds were used to cover the overage.

Below are the actions and services with differences between Actual and Budgeted Expenditures. Please see the descriptions regarding the overage or shortage:

Goal 1, Action 1: $6,103,344 overspent mainly due to the previous 3% ongoing raise.
Goal 1, Action 2: $4,500 underspent due to all teacher support being covered directly through our County, with no additional outside training needed.
Goal 1, Action 3: $5,483 overspent due to an increase in professional development opportunities.
Goal 1, Action 4: $4,294 overspent due to additional unplanned professional development.
Goal 1, Action 5: $15,754 overspent mainly due to additional field trips.
Goal 1, Action 6: $2,939 Overspent due to additional expenses for more NGSS opportunities.
Goal 1, Action 7: $21,509 overspent due to increased field trips and AVID services at HMBHS.
Goal 1, Action 8: $71,536 overspent due to salary adjustments.

Goal 1, Action 9: $6,063 underspent due to decreased student participation during school and summer school credit recovery courses.
Goal 1, Action 10: $5,000 underspent due to an A-G grant used to provide the same service.
Goal 1, Action 11: $713,136 overspent due to contracting out for special ed services because of not being able to hire through our district.
Goal 1, Action 13: $188,041 overspent due to Increase in health services based on the need of students.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

After a close analysis of our metrics, overall, our LCAP Goal 1 metrics demonstrated progress toward our goal.

In CUSD we reported the CAASPP data this year, but in the previous 2 years, we were reporting data through our Local Benchmark (Lexia | Rapid Assessment). The reason we changed is that Lexia Learning discontinued the Rapid Assessment. Since the 3rd year comparison of the Rapid Assessment is not available, we are reporting the distance from CAASPP 2022/2023 to the Desired outcomes that we wrote for 2023-2024.
Based on the available data, we have identified the subgroups and the distance from the desired outcomes.

ELA CAASPP 2022/2023 (All Students)

3rd Grade 44% Desired outcome 66%
4th Grade 44% Desired outcome 60%
5th Grade 43% Desired outcome 64%
6th Grade 32% Desired outcome 72%
7th Grade 40% Desired outcome 75%
8th Grade 42% Desired outcome 84%
11th Grade41% Desired outcome 97%

Math CAASPP 2022/2023 (All Students)

3rd Grade 45% Desired outcome 84%
4th Grade 46% Desired outcome 74%
5th Grade 31% Desired outcome 82%
6th Grade 27% Desired outcome 48%
7th Grade 31% Desired outcome 53%
8th Grade 20% Desired outcome 81%
11th Grade 26% Desired outcome 67%

ELA CAASPP 2022/2023 (English Only)

3rd Grade 63% Desired outcome 61%
4th Grade 60% Desired outcome 59%
5th Grade 64% Desired outcome 60%
6th Grade 46% Desired outcome 67%
7th Grade 59% Desired outcome 75%
8th Grade 50% Desired outcome 84%
11th Grade 56% Desired outcome 97%

Math CAASPP 2022/2023 (English Only)

3rd Grade 59% Desired outcome 64%
4th Grade 60% Desired outcome 61%
5th Grade 54% Desired outcome 59%
6th Grade 41% Desired outcome 38%
7th Grade 50% Desired outcome 50%
8th Grade 74% Desired outcome 74%
11th Grade 40% Desired outcome 86%

ELA CAASPP 2022/2023 (English Learners)

3rd Grade 3% Desired outcome 16%
4th Grade 10% Desired outcome 12%
5th Grade 9% Desired outcome 34%
6th Grade 3% Desired outcome 51%
7th Grade 0% Desired outcome 10%
8th Grade 0% Desired outcome 10%
11th Grade 6%. Desired outcome 10%

Math CAASPP 2022/2023 (English Learners)

3rd Grade 15% Desired outcome 18%
4th Grade 12% Desired outcome 11%
5th Grade 0% Desired outcome 11%

6th Grade 0% Desired outcome 13%
7th Grade 0% Desired outcome 10%
8th Grade 0% Desired outcome 10%
11th Grade 6% Desired outcome 10%

ELA CAASPP 2022/2023 (SPED)

3rd Grade 6% Desired outcome 14%
4th Grade 11% Desired outcome 11%
5th Grade 10%. Desired outcome 24%
6th Grade 14%. Desired outcome 20%
7th Grade 7% Desired outcome 14%
8th Grade 5% Desired outcome 11%
11th Grade 5%. Desired outcome 14%

Math CAASPP 2022/2023 (SPED)

3rd Grade 22% Desired outcome 10%
4th Grade 23% Desired outcome 10%
5th Grade 15% Desired outcome 10%
6th Grade 11% Desired outcome 10%
7th Grade 4% Desired outcome 10%
8th Grade 0% Desired outcome 10%
11th Grade 6% Desired outcome 1%

ELA CAASPP 2022/2023 (White)

3rd Grade 71% Desired outcome 29%
4th Grade 64% Desired outcome 27%
5th Grade 63% Desired outcome 21%
6th Grade 52% Desired outcome 35%
7th Grade 67% Desired outcome 35%
8th Grade 60% Desired outcome 46%
11th Grade 70% Desired outcome 43%

Math CAASPP 2022/2023 (White)

3rd Grade 68% Desired outcome 51%
4th Grade 63% Desired outcome 48%
5th Grade 61% Desired outcome 51%
6th Grade 46% Desired outcome 32%
7th Grade 59% Desired outcome 40%
8th Grade 35% Desired outcome 67%
11th Grade 46% Desired outcome 50%

ELA CAASPP 2022/2023 (Hispanic /Latino)

3rd Grade 31% Desired outcome 16%
4th Grade 35% Desired outcome 14%
5th Grade 36% Desired outcome 14%
6th Grade 19% Desired outcome 16%
7th Grade 25% Desired outcome 22%
8th Grade 48% Desired outcome 17%
11th Grade 24% Desired outcome 35%

Math CAASPP 2022/2023 (Hispanic /Latino)

3rd Grade 12% Desired outcome 38%
4th Grade 33% Desired outcome 31%
5th Grade 14% Desired outcome 31%
6th Grade 19% Desired outcome 22%
7th Grade 28% Desired outcome 19%
8th Grade 15% Desired outcome 18%
11th Grade 16% Desired outcome 80%

ELA CAASPP 2022/2023 (Socio-Economically Disadvantaged)

3rd Grade 16% Desired outcome 43%
4th Grade 24% Desired outcome 18%
5th Grade 30% Desired outcome 20%
6th Grade 26% Desired outcome 34%
7th Grade 26% Desired outcome 34%
8th Grade 26% Desired outcome 25%
11th Grade 22% Desired outcome 60%

Math CAASPP 2022/2023 (Socio-Economically Disadvantaged)

3rd Grade 28% Desired outcome 22%
4th Grade 32% Desired outcome 37%
5th Grade 13% Desired outcome 24%
6th Grade 13% Desired outcome 62%
7th Grade 14% Desired outcome 16%
8th Grade 7% Desired outcome 16%
11th Grade 11% Desired outcome 24%

After reviewing the CAASPP Data results, we've identified positive trends in data improvement about LCAP Goal 1, with several desired outcomes being achieved. As we evaluate the effectiveness of the specific actions outlined in our previous LCAP, we are actively making adjustments to incorporate them into the development of our new 2024/2025 LCAP.

This year we reported the distance from CAASPP 2022/2023 to the Desired outcomes that we wrote for 2023-2024. Looking at this we have noticed large discrepancies in specific subgroups.
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Explanation of Effective or Ineffective Actions
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Based on the available data, we have identified the subgroups and the distance from the desired outcomes. Moving forward, our analysis will concentrate on goals and actions directly affecting our English Learners, students with special needs, Hispanic students, and those from socio-economically disadvantaged backgrounds. By focusing our efforts on these specific demographics, we aim to maximize our impact and deliver tangible, proven results.

Most LCAP Goal 1 metrics were met for our desired outcome.

To evaluate the effectiveness of specific actions taken by Cabrillo Unified School District toward achieving its goals during the three-year LCAP cycle, each action was analyzed based on alignment with intended outcomes and allocated funding. Here's a breakdown:

Highly Qualified Staff (LCAP Goal 1.1):
This action was effective. We continue to retain a percentage of highly qualified staff comparable to that of state and local districts. However, due to our current budget restrictions, we will continue to strive to meet competitive salaries to retain highly qualified staff. Due to the sunsetting of our post-COVID academic measure, Lexia Rapid Assessment, we have shared the current California Assessment of Student Performance and Progress (CAASPP) Data as a baseline. However, we are unable to compare growth due to variations in assessments.

New Teacher Induction Program (LCAP Goal 1.2):
This action was effective. We served 100% of new teachers through enrollment and completion of the New Teacher Induction Program through the San Mateo County Office of Education (SMCOE).

Increased Professional Development | All Students (LCAP Goal 1.3):
This action was effective. Cabrillo Unified School District (CUSD) certificated staff participated in at least 10 professional development opportunities to support site and district programs and services not limited to English Language Arts, English Language Development (ELD), Mathematics, Science, Social-Emotional Learning, Improvement Science, and Multi-Tiered System of Support (MTSS).

Increased Professional Development | At-Promise Students (LCAP Goal 1.4):
This action was effective. Cabrillo Unified School District (CUSD) certificated staff participated in at least 10 professional development opportunities to support site and district programs and services not limited to English Language Arts, English Language Development (ELD), Mathematics, Science, Social-Emotional Learning, Improvement Science, and Multi-Tiered System of Support (MTSS).

Next Generation Science Standards (NGSS) Instruction - Elementary (LCAP Goal 1.5):
This action was ineffective using the California Science Test (CAST). Our goal was to achieve a minimum of 40% Proficient or Above in the California Science Test (CAST), however, our students scored an average of 28% in 5th grade, 24% in 8th grade, and 21% in 12th grade.

Next Generation Science Standards (NGSS) Support cross-district collaboration time (LCAP Goal 1.6):
This action was effective. We maintained 8 Yearly Science Collaboration Meetings

AVID Program (LCAP Goal 1.7):
This action was effective. Our goal was to have a minimum of 80% of students enroll in post-secondary schools. We enrolled 100% of AVID students in post-secondary schools.

Career Technical Education Program (LCAP 1.8):
We aimed to grow our Career Technical Education Pathways (CTE) to 4 full pathways. Although we didn't meet the goal of 4, we came very close to this goal. We grew our full CTE pathways to 3 pathways instead of 4 pathways. However, we are in the process of growing 2 additional pathways including computer science and Visual Arts and Performing Arts. This action was effective given the additional 2 pathways that are growing into full CTE pathways.

Credit Recovery (LCAP 1.9)
This action was effective because we met the metric of providing a minimum of 3 credit recovery professional development opportunities for teachers.

Early College Access | At-Promise Students (LCAP 1.10)
This action was effective. Our goal/metric was to provide a minimum of 3 Early College Access Courses or Dual-Enrollment Courses and we significantly exceeded this metric by providing 14 Early College Access Courses or Dual-Enrollment Courses with the support of our partnership with San Mateo Community College partners.

Special Education Services (LCAP 1.11)
This action was effective. We had planned for a minimum of 10 Special Education Professional Development Opportunities and we exceeded our goal and offered 14 Special Education Professional Development Opportunities.

Intervention Services (LCAP 1.12)
This action was effective. Due to the sunsetting of our post-COVID academic measure, Lexia Rapid Assessment, we have shared the current California Assessment of Student Performance and Progress (CAASPP) Data as a baseline. However, we were able to use local data which demonstrated students receiving intervention services improved academically.

Health Services (LCAP 1.13)
This action was effective. We were able to continue to provide a high level of health services to our students. Services included vision and hearing screening, Hazel Health which is a telehealth solution for both physical and mental health services.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

All LCAP Goal 1 Actions and Services planned goals metrics and desired outcomes/actions have remained the same.

CUSD has added the following two new goals utilizing non-contributing funding, Learning Recovery Emergency Block Grant:

Goal 1 Action 12 (Intervention Services)
This goal will enhance current during, after-school, and summer intervention services.

Goal 2 Action 13 (Health Services)
This goal will continue to support our health services.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	At-Promise Students BROAD GOAL There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economic Disadvantaged. LCAP Priorities: Priority 4: Pupil Achievement Priority 5: Pupil Engagement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students taking the SAT Source: CDE DataQuest	2020-2021 CUSD: 31%	2021-2022 CUSD: 39%	2022-2023 CUSD: 28%	2023/2024 4% * This decrease may be the result that the SAT is no longer required by UC/CSU and many universities that use the common application.	2023-2024 CUSD: 61%
Percent Completion of Students Meeting Graduation Requirement	2020-2021 CUSD: 89.3% White: 92.8%	2021-2022 CUSD: 90% White: 93.6%	2022-2023 CUSD: 87% White: 91%	2023/2024 CUSD: 87% White:91%	2023-2024 CUSD: 95.3% White: 98.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CDE DataQuest	Hispanic or Latino: 86.3%	Hispanic or Latino: 86.1%	Hispanic or Latino: 90%	Hispanic or Latino:90%	Hispanic or Latino: 96.3%
Graduates meetings UC/CSU Requirements Source: CDE DataQuest	2020-2021 Graduates meetings UC/CSU Requirements CUSD: 36% White: 49% Hispanic or Latino: 24%	2021-2022 Due to a shift in staff, CUSD did not upload this data. Our team will need to calculate this data manually and the data will uploaded once available.	2022-2023 Graduates meetings UC/CSU Requirements CUSD: 56% White: 71% Hispanic or Latino: 41%	2023/2024 Graduates meetings UC/CSU Requirements CUSD: 38% White: 45%% Hispanic Or Latino: 31% English Learner: 11% English Only44% SPED: 2% SED: 15% Non SED: 85%	2023-2024 Graduates meetings UC/CSU Requirements CUSD: 46% White: 59% Hispanic or Latino: 34%
Percent of students who have passed an AP exam with score of 4 or higher Source: CDE DataQuest	2020-2021 59% of seniors with score of 4 or higher (171 out of 290)	2021-2022 24% of seniors with score of 4 or higher (59 out of 246)	2022-2023 66% of seniors with a score of 4 or higher	2023/2024 61% seniors with a score of 4 or higher	2023-2024 69% of seniors with score of 4 or higher
Percentage of AVID students who apply to post-secondary education	2020-2021 35% AVID students apply to post-secondary education	2021-2022 100% AVID students applied to post-secondary education	2022-2023 100% AVID students applied to post-secondary education	2023/2024 100% AVID students applied to post-secondary education	2023-2024 85% students will apply to post-secondary education

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CUSD Local Reports					
English Language Arts district-wide aligned curriculum (Elementary) Source: CUSD Local Reports	2020-2021 0 alignment of English Language Arts district-wide curriculum (Elementary)	2021-2022 1 aligned English Language Arts district-wide curriculum	2022-2023 1 aligned English Language Arts district-wide curriculum	2023/2024 1 aligned English Language Arts district-wide curriculum	2023-2024 Maintain English Language Arts district-wide aligned curriculum
English Language Development district-wide aligned curriculum (Elementary) Source: CUSD Local Reports	2020-2021 0 alignment of English Language Development district-wide curriculum (Elementary)	2021-2022 1 aligned English Language Development district-wide curriculum	2022-2023 1 aligned English Language Development district-wide curriculum	2023/2024 2 aligned English Language Development district-wide curriculum	2023-2024 Maintain English Language Development district-wide curriculum
District Wide benchmark assessments (English Language Arts, English Language Development, and Mathematics) Source: CUSD Local Reports	2020-2021 1 District-wide English Language Arts Assessment (Elementary & Secondary) 1 District-wide English Language Development Assessment (Secondary)	2021-2022 1 District-wide English Language Arts Assessment (Elementary & Secondary) 1 District-wide English Language Development Assessment (Secondary)	2022-2023 1 District-wide English Language Arts Assessment (Elementary & Secondary) 1 District-wide English Language Development Assessment (Secondary)	2023-2024. 1 District-wide English Language Arts Assessment (Elementary & Secondary) 1 District-wide English Language Development Assessment (Secondary)	2023-2024 Maintain the following district-wide benchmarks: 1 District-wide English Language Arts Assessment (Elementary & Secondary)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0 District-wide English Language Development Assessment (Elementary) 1 District-wide Mathematics Assessment (Secondary) 0 District-wide Mathematics Assessment (Elementary)	0 District-wide English Language Development Assessment (Elementary) 1 District-wide Mathematics Assessment (Secondary) 1 District-wide Mathematics Assessment (Elementary)	0 District-wide English Language Development Assessment (Elementary) 1 District-wide Mathematics Assessment (Secondary) 1 District-wide Mathematics Assessment (Elementary)	1 District-wide English Language Development Assessment (Elementary) 1 District-wide Mathematics Assessment (Secondary) 1 District-wide Mathematics Assessment (Elementary)	1 District-wide English Language Development Assessment (Secondary) 1 District-wide Mathematics Assessment (Secondary) Adopt the following district-wide benchmarks: 1 District-wide English Language Development Assessment (Elementary) 1 District-wide Mathematics Assessment (Elementary)
Universal TK-2 Literacy Screener Source: CUSD Local Reports	2020-2021 0 District Wide Grade Level Data Meetings	2021-2022 0 District Wide Grade Level Data Meetings	2022-2023 1 District Wide Grade Level Data Meetings	2023-2024 2 District Wide Grade Level Data Meetings to February 2024, the last meeting will be held in April 2024.	2023-2024 3 District Wide Grade Level Data Meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Students achieving Level 4 on the English Language Proficiency for California (ELPAC) Summative Source: CDE Data | CAASPP/ELPAC Website	2020-2021 16.4% Proficient	2021-2022 13.5% Proficient	2022-2023 16.33% Proficient	2023/2024 14.59% Proficient	2023-2024 26.4% Proficient
Dual Immersion Language Preschool Source: CUSD Local Reports	2020-2021 0 Dual Immersion Language Preschools	2021-2022 0 Dual Immersion Language Preschools	2022-2023 1 Dual Immersion Language Preschools	2023/2024 No Dual Immersion Language Preschool (0) because of lack of enrollment	2023-2024 Maintain 1 Dual Immersion Language Preschool
Big Lift (Early Literacy Initiative) Collaborative Source: Big Lift Collaborative Meeting Calendar	2020-2021 9 Big Lift Collaborative Meetings	2021-2022 9 Big Lift Collaborative Meetings	2022-2023 8 Big Lift Collaborative meetings	2023/2024 7 Big Lift Collaborative meeting	2023-2024 Maintain 9 Big Lift Collaborative Meetings
Technology Enhanced Curriculum Source: CUSD Local Reports	2020-2021 4 Technology Enhanced Curriculum to support Literacy	2021-2022 4 Technology Enhanced Curriculum to support Literacy	2022-2023 4 Technology Enhanced Curriculum to support Literacy	2023/2024 4 Technology Enhanced Curriculum to support Literacy	2023-2024 Maintain 4 Technology Enhanced Curriculum to support Literacy

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dyslexia Professional Development to Staff Source: CUSD Local Reports	2020-2021 1 District wide Dyslexia Professional Development	2021-2022 0 District wide Dyslexia Professional Development	2022-2023 1 District Wide Dyslexia Professional Development	2023 -2024 (1) District Wide Dyslexia Professional Development	2023-2024 Provide 3 Dyslexia Professional Development
Districtwide Student Attendance Source: Infinite Campus (CUSD Student Information System)	2020-2021 95% Districtwide Attendance	2021-2022 91.62% Districtwide Attendance	2022-2023 91.7%(as of 1/26/2023) Districtwide Attendance	2023/2024 91.5% District Wide Attendance	2023-2024 Increase Districtwide attendance by 3%
Students with Disabilities ELA/ELD Local Benchmark Source:	2020-2021 No Metric	2021-2022 (New Metric) SPECIAL EDUCATION 3rd - 37% 4th - 4% 5th - 25% 6th - 4% 7th - 0% 8th - 13% 11th - 4%	2022-2023 SPECIAL EDUCATION 3rd - 0 4th - 10% 5th - 0 6th - 0 7th -33% 8th - 17% 11th -5%	2023/2024 SPECIAL EDUCATION 3rd- 6% 4th-11% 5th-10% 6th- 14% 7th-7% 8th- 5% 11th-5%	2023-2024 SPECIAL EDUCATION 3rd - 14% 4th 11% 5th - 24% 6th - 20% 7th - 14% 8th - 11% 11th - 14%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Budgeted Expenditures and Estimated Actual Expenditures which were above the Budgeted Expenditures, state/federal grants or LCFF The base was used to pay for the overage.The majority of our actions and services in LCAP Goal 2 were carried out as planned.

Goal 2 Action 1: We held monthly district-wide Literacy Support meetings with a focus on English Language development.

Goal 2 Action 2: We provided aligned professional development and supplemental support across the district to enhance language development.

Goal 2 Action 3: We successfully implemented district-wide training for ELPAC and CAASPP to ensure consistency with state assessments. Additionally, we offered opportunities for local assessments and assessed all students in grades K-3 using DIBELS 8th for ELA.

Goal 2 Action 7: We were unable to run a Dual Immersion Preschool due to insufficient enrollment numbers.

Goal 2 Action 10: We successfully implemented a new student information system by adopting PowerSchool and provided extensive professional development for our teaching staff, site leaders, and classified staff.

Goal 2 Action 12 & 13: We supported our multilingual learners by hiring highly qualified ELD teachers and specialists to develop language skills and meet the needs of our students and their families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During the 2023-2024 school year, various one-time grants and categorical carryover funds were required to be spent by the end of the academic year. For actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures that exceeded the budget, state/federal grants or LCFF Base funds were used to cover the overage.

Below are the actions and services with differences between Actual Expenditures and Budgeted Expenditures:

Goal 2, Action 1: $25,059 underspent due to a substitute shortage.
Goal 2, Action 2: $10,959 underspent due to being unable to hire highly qualified credentialed teachers because of a severe teacher shortage.
Goal 2, Action 3: $59,027 overspent due to higher health and welfare costs
Goal 2, Action 4: $16,948 overspent due to increased funding needed for expanded services.
Goal 2, Action 6: $92,359 Overspent due to increase of staffing to support dual immersion students.

Goal 2, Action 7: $52,561 underspent because there weren't enough students to open our dual immersion preschool this year.
Goal 2, Action 8: $823 overspent due to additional time sheets needed to implement DIBELS assessments at all K-3rd grade sites.
Goal 2, Action 9: $2,191 underspent due to being unable to hire a full-time ELD TOSA at Hatch Elementary School.
Goal 2, Action 10: $13,221 overspent due to an increase in the cost of the online curriculum.
Goal 2, Action 11: $9,529 underspent due to a state grant used to pay for a similar service.
Goal 2, Action 12: $120,355 underspent due to the increased number of RFEP EL students being mainstreamed.
Goal 2, Action 13: $151,877 overspent due to higher health and welfare costs

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

This year, we reported the distance from the CAASPP 2022/2023 results to the desired outcomes we set for the 2023/2024 academic year. Upon reviewing this data, we have identified significant discrepancies in performance across specific subgroups. These discrepancies highlight the need for targeted interventions to address the unique challenges faced by these groups.

Data Analysis and Identified Subgroups
Based on our analysis of the available data, we have pinpointed the subgroups with the most significant gaps between their current performance and our desired outcomes. These subgroups include:

English Learners
Students with Special Needs
Hispanic Students
Socio-Economically Disadvantaged Students

The data revealed that more strong direct instruction is needed for our subgroups to address these discrepancies, we will implement the evidence based strategies taylored to our English Learners, Students with Special needs, Hispanic and Socio-Economically Disadvantaged students.

Moving forward, our strategic analysis and action plans will prioritize goals and actions that directly impact these identified subgroups. By honing in on these specific demographics, we aim to:
1)Maximize Impact by concentrating our resources and efforts on the areas of greatest need, we can more effectively close the achievement gaps.

2)Implementing evidence-based strategies tailored to the unique needs of these subgroups will allow us to track and demonstrate measurable improvements.
Strategic Initiatives

To evaluate the effectiveness of specific actions taken by Cabrillo Unified School District toward achieving its goals during the three-year LCAP cycle, each action was analyzed based on alignment with intended outcomes and allocated funding. Here's a breakdown:

District-wide Literacy Supports (LCAP Goal 2 Action 2.1):
We observed effectiveness in this area as indicated by DIBELS 8 data showing student progress across grade levels. However, English Learners (EL), Foster Youth (FY), and Low-Income (LI) students continue to demonstrate significantly lower scores, highlighting ongoing needs despite our literacy focus.

English Language Development Aligned Curriculum (LCAP Goal 2 Action 2.2):
We monitored the implementation of integrated and designated ELD strategies, resulting in increased district-wide implementation of ELD practices. Targeted professional development opportunities supported the alignment of curriculum and instructional materials for English Language Development (ELD).

MTSS Implementation with Formative and Summative Assessments (LCAP Goal 2 Action 2.3):
The implementation of district-wide formative assessments did not yield the expected outcomes based on overall student data. Continued collaboration with site leaders is essential to enhance effective instructional strategies and interventions.

PreK-12th Expanded Supports and Programs (LCAP Goal 2 Action 2.4):
We deem this area effective as we successfully expanded our capacity to provide a comprehensive education, benefiting English Learners, Socio-Economically Disadvantaged, and Foster Youth.

Dual Immersion Preschool (LCAP Goal 2 Action 2.7):
This initiative was not effective as we did not launch a preschool class for the 2023/2024 academic year due to low enrollment. Moving forward, increased outreach efforts emphasizing the benefits of bilingual education are crucial to attract more families to enroll their students in the Dual Immersion program.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Since we are starting and transitioning to a new 3-year LCAP, we are going to make our Strategic Plan Priorities, goals, and actions align with our New LCAP. The priorities are the following: Goal 1, (Academic Improvement) Goal 2, (Focus on Equity) Goal 3, (Whole Child), and Goal 4, (District Sustainability). Under these, we will have goals aligned to metrics and actions to support our plan.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Student & Parent Engagement (Academic & Social-Emotional) MAINTENANCE OF PROGRESS GOAL The metrics and actions within this goal will be implemented to ensure that the progress made within Parent Involvement (LCAP Priority 3) goal will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal. LCFF Priorities: Priority 3: Parental Involvement and Family Engagement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Survey Results Source: Panorama Survey	2020-2021 500 parents participated in our 2020-2021 Panorama Family Survey.	2021-2022 403 parents participated in our 2020-2021 Panorama Family Survey (20% decrease)	2022-2023 320 parent participated in our 2022-2023 Panorama Family Survey	2023-2024 227 Families Completed the survey responses"	2023-2024 Increase 10% from baseline
Parent Participation Source: Panorama Survey	2020-2021 Barriers to Engagement - 80% answered favorably	2021-2022 Barriers to Engagement - decrease by 3%	2022-2023 Barriers to Engagement - decrease by 0	2023-2024 Barriers to Engagement - increased by 1%	2023-2024 Increase 10% from baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School Climate - decrease by 64% answered favorably Family Engagement - 22% answered favorably	School Climate - decrease by 6% Family Engagement - increase by 4%	School Climate - decrease by 0 Family Engagement - increase by 1%	School Climate increased by 3% Family Engagement increased by 1%	
Student Engagement through Summer School Interventions Source: Summer School Attendance Data	2020-2021 Results will be entered for baseline after final enrollment is calculated after summer 2021. At this time it is an estimated 425 students.	2021-2022 Final enrollment for SS 2022 estimated at 425 students	2022-2023 Final enrollment for SS 2023 estimated at: 797	2023-2024 Final enrollment for SS 2024 estimated at 451 total students served, with breakdown by program: Big Lift = 136 Summer STEAM = 140 ELD = 19 Math = 5 Credit Recovery = 88 High School PE, Rising 9th, Algebra, Science = 29 ESY & Summer Skills = 35 Eagle Club (ELOP) = 24	2023-2024 Serve 550 students in need of academic and/or social interventions
Student after-school/before school Interventions and Tutoring	2020-2021 200 students served through small group or	2021-2022 25 students	2022-2023 133 students	2023-2024 130 Students served through small groups	2023-2024 Serve a total of 600 students through

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Intervention Attendance Data	1 to 1 after-school/before school interventions to selected at-promise students			or 1 to 1 after-school/before school interventions	small group or 1 to 1 after-school/before school interventions to selected at-promise students
Community & Parent Engagement Committees Source: Attendance Data	2020-2021 Community Meetings through specific roundtable input from *Latino/x Roundtable *LGBTQ Roundtable *PTO Alliance *Secondary Health and Wellness Committees *SEL Parent Meetings	2021-2022 Minimum of 10 participants	2022-2023 Attendance for the following committees Community Meetings through specific roundtable input from *Latino/x Roundtable (8 average participants out of 25 members) *LGBTQ Roundtable (0) *PTO Alliance (52 average participants out of 40 members) *Secondary Health and Wellness Committees (10 average participants out of 28 Members)	2023-2024 During the 23-24 school year, CUSD merged committees, including Latino/x, SEL, and LGBTQ committees, and created an Equity/Strategic Plan Advisory Committee which recommended the creation of a Diversity Equity and Inclusion (DEI) committee beginning the 24-25 school year. For the 23-24 school year, we had an average of 20 participants at our monthly meetings. Attendance for the following committees: *PTO Alliance (30 average participants members)	2023-2024 Minimum participation of 20

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			*SEL Parent Meetings (8 average participants out of 20 members) * DELAC (20 average participants out of 491 EL Families invited)	* DELAC (35 average participants out of 485 EL Families invited)	
Family & Student Case Management Source: Migrant Education Case Management Meeting Logs	2020-2021 100% of Migrant Education Students have 1 to 1 Student Case Management	2021-2022 100% of Migrant Education Students have 1 to 1 Student Case Management	2022-2023 100% of Migrant Education Students have 1 to 1 Student Case Management	2023/2024 95% of Migrant Education Students have 1 to 1 Student Case Management. Students in kindergarten didn't require any case management, but parents and family members were involved in the family engagement opportunities provided.	2023-2024 Maintain 100% of Migrant Education Students with 1 to 1 Student Case Management Utilize the Migrant Education Case Management System with our English Learner Students utilizing components of our COST meetings

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The majority of actions and services in LCAP Goal 3 were carried out as planned. Please note that summer school expenses are currently being calculated and are still in the encumbrance stage.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During the 2023-2024 school year, various one-time grants and categorical carryover funds were required to be spent by the end of the 2023-2024 academic school year. For actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures that exceeded the budget, state/federal grants or LCFF Base funds were used to cover the overage.

Below are the actions and services with differences between Actual Expenditures and Budgeted Expenditures:

LCAP Goal 3, Action 1: $54,973 overspent due to an increase in summer school services and student enrollment.
LCAP Goal 3, Action 2: $21,281 underspent due to summer school costs not yet being expended.
LCAP Goal 3, Action 3: $8,416 underspent due to using internal staff to support community and parent engagement.
LCAP Goal 3, Action 4: $120 overspent due to an increase in family engagement activities at various sites.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The majority of our actions and services in LCAP Goal 3 were carried out as planned. CUSD set goals and actions focused on student and parent engagement.

Goal 3 Action 1: Summer school interventions were successfully planned, and enrollment numbers were secured. The recruiting process was implemented, and we are fully staffed and running our 2024 summer intervention programs. In the 2023 summer program, the district engaged elementary students in literacy education via Big Lift, and science through the STEAM program for elementary and middle school students. In 2023 the district sponsored summer work for high school band students but those program was discontinued for 2024 as not effective use of resources. High school credit recovery is a huge component of summer school, with online classes continuing to be effective, as well as in-person classes in PE, Algebra, and Science. Extended School Year with summer skills gives students with disabilities who qualify for continued services in summer. We have also added ELD and Math classes for middle school students. The total served in 2024 is 451, which is higher than Baseline and Year1, although smaller than year 2.

Goal 3 Action 2: This action was effective. CUSD retained our intervention teacher to provide additional intervention and after-school tutoring for Tier 2 and Tier 3. CUSD was then able to serve 130 students through small groups or 1 to 1 after-school/before-school interventions.

Goal 3 Actions 3 & 4: This action was effective. CUSD engaged our families through ELAC, DELAC, and other monthly meetings by ensuring we addressed high-interest topics based on the needs assessments provided by parents. All meetings were available in both Spanish and English. Additionally, we utilized various communication methods, such as social media, phone blasts, and TK videos in both languages. Resources were allocated to sites to ensure they had access to family engagement activities, promoting increased family involvement, early learning, and collaboration among educators and staff. CUSD committed to family engagement, surveying through Panorama and WestEd parent surveys making sure that all communities had input and then access to information and communications is preferred languages and in appropriately differentiated formats:, meetings at school sites, meetings at housing developments in their community centers, email and particularly text messaging of important info, outreach for parent education for online registration and new portals. Sites sent out regular communication including videos in English and Spanish. Based on feedback from 2022-23, CUSD revamped its process for emergency communications during developing emergencies or potential threats, increasing the speed and effectiveness of communication. Feedback from our Equity/Strategic Plan Advisory Committee prompted the creation of a Diversity Equity and Inclusion (DEI) committee to begin in the 2024-25 school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Since we are starting and transitioning to a new 3-year LCAP, we are going to make our Strategic Plan Priorities, goals, and actions align with our New LCAP. The priorities are the following: Goal 1, (Academic Improvement) Goal 2, (Focus on Equity) Goal 3, (Whole Child), and Goal 4, (District Sustainability). Under these, we will have goals aligned to metrics and actions to support our plan.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Social-Emotional Goal FOCUS GOAL Increase the implementation of a positive climate framework to increase student wellbeing and student academic achievement while decreasing chronic absenteeism, discipline referrals, suspensions, and expulsions. LCAP Priorities: Priority 6: School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Counseling Supports for Families Source: CUSD local data 2020-2021	2020-2021 6 Family Engagement SEL Nights	2021-2022 8 Family Engagement SEL Nights	2022-2023 8 Family Engagement SEL Nights	2023-2024 12 Family Engagement SEL Nights	2023-2024 9 Family Engagement SEL Nights
Site Parent Engagement Events Source: CUSD local data	2020-2021 2 Site Parent Engagement Events	2021-2022 2 Site Parent Engagement Events	2022-2023 8 Site Parent Engagement Events	2023-2024 12 Site Parent Engagement Events	2023-2024 5 Site Parent Engagement Events
Site Community Liaison Trainings	2020-2021 4 Community Liaison Trainings	2021-2022 6 Community Liaison Trainings	2022-2023 9 Community Liaison Trainings	2023-2024 4 Community Liaison Trainings	2023-2024 10 Community Liaison Trainings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CUSD local data1					
Translations Services Source: CUSD local data	2020-2021 0 trainings on best practices for translation and interpretation at the site	2021-2022 1 training on best practices for translation and interpretation at the site	2022-2023 1 training on best practices for translation and interpretation at the site	2023-2024 2 trainings on best practices for translation and interpretation at the site	2023-2024 3 trainings to site staff & community liaisons regarding tools and practices for translation and interpretation
Improved Facilities Source: FIT Report	2020-2021 FIT Report 2 sites with a rating of overall Good or above	2021-2022 2 sites with a rating of overall Good or above	2022-2023 2 sites with a rating of overall Good or above	2023-2024 2 sites with a rating of overall Good or above	2023-2024 FIT Report 4 sites with a rating of Good or above

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

After a thorough analysis of our metrics, it is evident that all LCAP Goal 4 indicators have shown either maintenance or progress toward our objectives. District-wide, we are focusing on enhancing the implementation of a positive climate framework. We believe that improvements in this area are directly contributing to the gradual enhancement of student well-being and academic achievement. Notably, chronic absenteeism has decreased at all sites except for Half Moon Bay High School. While this is a positive trend, we recognize the need for continued efforts to reduce absenteeism further across the district.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During the 2023-2024 school year, various one-time grants and categorical carryover funds were required to be spent by the end of the academic year. For actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures that exceeded the budget, state/federal grants or LCFF Base funds were used to cover the overage.

Below are the actions and services with differences between Actual Expenditures and Budgeted Expenditures:

Goal 4, Action 1: $18,179 underspent due to funding used through one-time grants.
Goal 4, Action 2: $5,404 underspent due to final engagement meeting expenditures not being included yet.
Goal 4, Action 3: $70,277 underspent due to underestimation of translation services across the district; in many instances, we were able to use our staff to translate/interpret documents and meetings.
Goal 4, Action 4: $2,356,622 overspent due to not including the entire Maintenance and Operations expenditures
Goal 4, Action 5: $69,899 overspent due to an increase in counseling services at all sites.
Goal 4, Action 6: $23,900 underspent due to portions of the multi-tiered training being conducted by Cabrillo staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 4: Social-emotional support, Family Engagement, and Facility Improvement

The majority of actions and services outlined in LCAP Goal 4 were successfully implemented as planned. This goal focuses on enhancing social-emotional support, family engagement, early learning, and collaboration among educators and staff.

Action 1: Hiring a Program Specialist for Mental Health Coordination
A Program Specialist for Mental Health Coordination has been hired to oversee and enhance our mental health support services for students. This role has been crucial in improving the overall mental health support system within our schools. The coordinator continues to oversee and expand CUSD's already robust SEL counseling program, bringing interns and licensed MFTs through our School Linked Services to our students. This action was effective.

Action 2: Community Liaisons at Title 1 Sites
Community Liaisons have been maintained at our Title 1 sites to facilitate better communication and strengthen connections between schools, communities, and home environments. This initiative has significantly increased parent participation and helped families feel more connected to the school environment. Specialized training was provided to Community Liaisons to enhance their communication skills and support capabilities. This is an effective program as many of our administrative and counseling staff need to communicate with families in Spanish, but are not fluent. Liaisons also help produce translations of documents.

Action 4: School Facility Improvements

Substantial improvements have been made to our school facilities. By analyzing the Facility Inspection Tool report, we identified specific areas for enhancement based on data-driven insights. Our primary objective is to ensure safe school facilities that protect the health of children and staff, thereby supporting long-term academic progress for all students. This is an ongoing effective program as our older facilities score low on the FIT report, while recently renovated sites receive all or mostly Good marks. El Granada and Farallone View are both undergoing renovation and will be expected to score overall Good when completed.

Action 5: Increasing Secondary Counseling Services
Secondary counseling services have been expanded to support both the academic and social well-being of students. This initiative has provided students with increased opportunities to meet with counselors to discuss academic progress and plan their educational pathways at the high school level and beyond. a .5 academic counselor was added to Pilarcitos Alternative HS, and is an effective and necessary addition to a growing program that has been WASC accredited for the first time in March 2023.

Action 6: Implementing Multi-Tiered Systems of Support (MTSS)
We continue to implement Multi-Tiered Systems of Support (MTSS) to maximize classroom learning time. Comprehensive training in Positive Behavioral Interventions and Supports (PBIS) and restorative justice was provided to ensure district-wide consistency. A variety of professional development sessions were conducted throughout the year. Disciplinary data shows a slight uptick in suspensions for 2022-23, and we will review disciplinary data for 2023-24 to assess the impact of these initiatives and make necessary adjustments. RJ programs have been expanded across the district and have been successfully implemented both for community (classroom) circles in the elementary sites as well as for conflict resolution, particularly at Cunha and Pilarcitos.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Since we are starting and transitioning to a new 3-year LCAP, we are going to make our Strategic Plan Priorities, goals, and actions align with our New LCAP. The priorities are the following: Goal 1, (Academic Improvement) Goal 2, (Focus on Equity) Goal 3, (Whole Child), and Goal 4, (District Sustainability). Under these, we will have goals aligned to metrics and actions to support our plan.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	ELA/ELD, Mathematics, and Suspension FOCUS GOAL Based on CUSD's identification for differentiated assistance, we will engage in the development of a local system and engage in a root cause analysis to ensure we improve the academic performance of ELA/ELD and mathematics and decrease the suspension rate of all students, with a particular focus on Hispanic/Latinx, English Learners, and Socio-Economically Disadvantaged students. LCAP Priorities Priority 4: Pupil Achievement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students proficient in English Language Arts - Lexia Assessment (NOTE: This assessment was used in lieu of CAASPP due to COVID-19 Pandemic) Source: Lexia Reporting System	2020-2021 ALL STUDENTS 3rd - 56% 4th - 50% 5th - 54% 6th - 62% 7th - 65% 8th - 74% 11th - 87% ENGLISH ONLY 3rd - 51% 4th - 49% 5th - 50%	2021-2022 ALL STUDENTS 3rd - 45% 4th - 24% 5th - 42% 6th - 38% 7th - 39% 8th - 40% 11th - 49% ENGLISH ONLY 3rd - 62% 4th - 43% 5th - 55%	2022-2023 ALL STUDENTS 3rd - 33% 4th - 37% 5th - 35% 6th - 27% 7th - 45% 8th - 50% 11th - 55% ENGLISH ONLY 3rd - 41% 4th - 52% 5th - 63%	Lexia Learning discontinued the Rapid Assessment for the 2023-2024. In the meantime, we are sharing our CAASPP results since they will be a focal metric in our new LCAP. ALL STUDENTS 3rd - 44% 4th - 44% 5th - 43% 6th - 32%	2023-2024 ALL STUDENTS 3rd - 66% 4th - 60% 5th - 64% 6th - 72% 7th - 75% 8th - 84% 11th - 97% ENGLISH ONLY 3rd - 61% 4th - 59% 5th - 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6th - 57% 7th - 65% 8th - 74% 11th - 87% ENGLISH LEARNERS 3rd - 6% 4th - 2% 5th - 24% 6th - 41% 7th - 0% 8th - 0% 9th - 0% SPECIAL EDUCATION 3rd - 4% 4th 1% 5th - 14% 6th - 10% 7th - 4% 8th - 1% 11th - 4% WHITE 3rd - 19% 4th - 17% 5th - 11% 6th - 25% 7th - 25% 8th - 36% 11th - 33% HISPANIC LATINO	6th -59% 7th - 55% 8th - 50% 11th - 69% ENGLISH LEARNERS 3rd - 15% 4th - 0% 5th - 11% 6th - 4% 7th - 5% 8th - 0% 11th - 11% SPECIAL EDUCATION 3rd - 37% 4th - 4% 5th - 25% 6th - 4% 7th - 0% 8th - 13% 11th - 4% WHITE 3rd - 68% 4th - 53% 5th - 59% 6th - 61% 7th - 65% 8th - 49% 11th - 67% HISPANIC LATINO	6th -29% 7th - 61% 8th - 60% 11th -71% ENGLISH LEARNERS 3rd - 3% 4th - 3% 5th - 0% 6th - 0% 7th - 17% 8th - 0% 11th - 8% SPECIAL EDUCATION 3rd -0% 4th - 10% 5th - 0% 6th - 0% 7th - 33% 8th - 17% 11th - 5% WHITE 3rd - 45% 4th - 55% 5th - 62% 6th - 11% 7th - 66% 8th - 72% 11th - 75% HISPANIC LATINO	7th - 40% 8th - 42% 11th - 41% ENGLISH ONLY 3rd - 63% 4th - 60% 5th - 64% 6th - 46% 7th - 59% 8th - 50% 11th -56% ENGLISH LEARNERS 3rd - 3% 4th - 10% 5th - 9% 6th - 3% 7th - 0% 8th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 6% 4th - 11% 5th - 10% 6th - 14% 7th - 7% 8th - 5% 11th - 5% WHITE 3rd - 71%	6th - 67% 7th - 75% 8th - 84% 11th - 97% ENGLISH LEARNERS 3rd - 16% 4th - 12% 5th - 34% 6th - 51% 7th - 10% 8th - 10% 9th - 10% SPECIAL EDUCATION 3rd - 14% 4th 11% 5th - 24% 6th - 20% 7th - 14% 8th - 11% 11th - 14% WHITE 3rd - 29% 4th - 27% 5th - 21% 6th - 35% 7th - 35% 8th - 46% 11th - 43% HISPANIC LATINO

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3rd - 6% 4th - 4% 5th - 4% 6th - 6% 7th - 12% 8th - 7% 9th - 25% SOCIOECONOMICALLY DISADVANTAGED 3rd - 23% 4th - 8% 5th - 10% 6th - 24% 7th - 24% 8th - 15% 11th - 50%	3rd - 16% 4th - 10% 5th - 26% 6th - 21% 7th - 21% 8th - 27% 11th - 32% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 4th - 6% 5th - 23% 6th - 20% 7th - 22% 8th - 27% 11th - 26%	3rd - 19% 4th - 17% 5th - 14% 6th - 23% 7th - 24% 8th - 32% 11th - 34% SOCIOECONOMICALLY DISADVANTAGED 3rd - 0% 4th - 3% 5th - 0% 6th - 0% 7th - 10% 8th - 7% 11th - 1%	4th - 64% 5th - 63% 6th - 52% 7th - 67% 8th - 60% 11th -70% HISPANIC LATINO 3rd - 31% 4th - 35% 5th - 36% 6th - 19% 7th - 25% 8th - 48% 11th - 24% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 4th - 24% 5th - 30% 6th - 26% 7th - 26% 8th - 26% 11th -22%.	3rd - 16% 4th - 14% 5th - 14% 6th - 16% 7th - 22% 8th - 17% 9th - 35% SOCIOECONOMICALLY DISADVANTAGED 3rd - 43% 4th - 18% 5th - 20% 6th - 34% 7th - 34% 8th - 25% 11th - 60%
English Language Proficiency Assessment for California (ELPAC) Summative Results	2020-2021 16.4% Percent of students achieved a Level 4 on the English Language Proficiency	2021-2022 13.5% Percent of students achieved a Level 4 on the English Language Proficiency	2022-2023 15.57 % Percent of students achieved a Level 4 on the English Language Proficiency	2023/2024 16.5% percent of students achieved a Level 4 on the English Language Proficiency for California (ELPAC) Summative.	2023-2024 26.4% Percent of Students achieving Level 4 on the English Language Proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CDE CAASPP/ELPAC Website	for California (ELPAC) Summative	for California (ELPAC) Summative	for California (ELPAC) Summative		for California (ELPAC) Summative Source: CAASPP 2018-2019
VAPA and STEM Services Source: CUSD local data	2020-2021 1 District Wide VAPA & STEM After-school Enrichment Supports @ Middle School	2021-2022 1 District Wide VAPA & STEM After-school Enrichment Supports @ Middle School	2022-2023 2 District Wide VAPA & STEM After-school Enrichment Supports @ Middle School	2022-2023 2 District-Wide VAPA & STEM After-school Enrichment Supports @ Middle School	2023-2024 3 District Wide VAPA & STEM After-school Enrichment Supports @ Elementary, Middle, and High School
Percent Completion of Students Meeting Graduation Requirement Source: CDE	2020-2021 CUSD: 89.3% White: 92.8% Hispanic or Latino: 86.3%	2021-2022 CUSD: 90% White: 93.6% Hispanic or Latino: 86.1%	2022-2023 CUSD: 90% White: 91% Hispanic or Latino: 90%	High School Graduation rates (Data from DataQuest) 2022-23 Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: 90.6% 2022-23 Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 35.0%	2023-2024 CUSD: 95.3% White: 98.8% Hispanic or Latino: 96.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Students achieving Level 4 on the English Language Proficiency for California (ELPAC) Summative Source: CAASPP	2020-2021 16.4% Proficient	2021-2022 13.51% Proficient	2022-2023 15.57 % Percent of students achieved a Level 4 on the English Language Proficiency for California (ELPAC) Summative	2023/2024 16.5% percent of students achieved a Level 4 on the English Language Proficiency for California (ELPAC) Summative	2023-2024 26.4% Proficient
Suspension Data Source: Local District Data	2020-2021 Not Measured	2021-2022 (New Metric - Baseline) 82 total suspensions Male 82% Female 18% White 24% Hispanic 67% Asian 1% Black 6% Other 1% SPED 23% EO 38% ELL 26% FEP 37%	2022-2023 97 total suspensions Male 70% Female 30% White 16% Hispanic 79% Asian 1% Black 0% Other 3% SPED 23% EO 46% ELL 23% FEP 31%	2023-2024 71 total suspensions Male =75% Female=25% White =28% Hispanic =66% SPED = 35% EO = 42% ELL =18% IFEP =0% RFEP =38%	2023-2024 (New Metric - Baseline) 50 total suspensions Male 50% Female 50% White 50% Hispanic 50% SPED 10% EO 15% ELL 15% FEP 15%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All of our actions and services in LCAP Goal 5 were carried out as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During the 2024-2025 school year, various one-time grants and categorical carry-over funds were required to be spent by the end of the academic year. For actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures that exceeded the budget, state/federal grants or LCFF Base funds were used to cover the overage.

Below are the actions and services with differences between Actual Expenditures and Budgeted Expenditures:

Goal 5, Action 1: $216,675 underspent due to local grants supporting similar services.
Goal 5, Action 2: $13,378 underspent due to a decrease in during and after school enrichment services.
Goal 5, Action 3: $20,221 overspent due to an increase in during and after school enrichment services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 5: Academic Improvement and Reduced Suspensions through MTSS and Restorative Practices

The majority of actions and services outlined in LCAP Goal 5 were executed as planned, with a strong focus on improving academic performance in English Language Arts (ELA), English Language Development (ELD), and mathematics. Additionally, this goal prioritized decreasing suspension rates through the implementation of Multi-Tiered Systems of Support (MTSS) and restorative practices.

Continued Implementation of Multi-Tiered Systems of Support (MTSS) (LCAP Goal 5 Action 5.1):
Yes, this action was effective Cabrillo Unified School District successfully developed and implemented a Tier 1, Tier 2, and Tier 3 intervention model. This action supports at-promise groups of students through structured interventions, aiming to improve academic outcomes and address individualized needs. We have seen an increase in collaboration and support systems that target students who need some additional support
CUSD concentrated on the ongoing implementation of MTSS to support our at-promise student groups. We provided professional development for our teaching staff, emphasizing the use of data to drive academic improvement. Each school site designated specific staff members to lead and support this initiative based on student needs. These leaders played a crucial role in organizing and executing professional development sessions tailored to the needs of both students and teaching staff.

Yes, this action was effective, it proved highly effective in addressing the needs of our elementary students who were reading below grade level. Through this initiative, we implemented targeted, small-group reading intervention led by certified teachers, thereby directly supporting literacy development among struggling students. Using DIBELS 8th data in our regular data analysis sessions, we identified specific student groups requiring additional support in literacy skills. Assessments were conducted at the beginning, middle, and end of the academic year to monitor progress.
Our analysis of the data revealed significant improvements:

- Kindergarten students progressed from 16% reading at grade level at the start of the year to 39% by the end of the year.
- First Grade students increased from 34% to 50%.
- Second Grade students improved from 42% to 53%.
- Although Third Grade saw a slight decrease from 50% to 49% by year-end, overall, these interventions contributed substantially to enhancing reading proficiency across these grade levels."

CUSD has maintained the presence of Reading Intervention Teachers at elementary schools to ensure effective early literacy instruction. Reading assessments using DIBELS 8 were administered every trimester, with the data thoroughly analyzed. Data chats involving teachers, administrators, and district personnel were conducted to discuss student progress and instructional strategies. This targeted approach has been instrumental in enhancing early literacy skills among our students.

Goal 5, Action 3: Enrichment Services During and After School

This action was highly effective, as we successfully expanded enrichment services both during and after school for our students. We established site-specific committee leads to oversee and support the implementation of these programs. Our Visual and Performing Arts (VAPA) Master Plan was thoroughly reviewed by VAPA site leads, resulting in the establishment and execution of site-specific goals. Notably, this year, all elementary schools set objectives to display student art on their walls. These initiatives have greatly enriched the educational experience, providing students with valuable opportunities to explore and develop their talents across various disciplines.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Since we are starting and transitioning to a new 3-year LCAP, we are going to make our Strategic Plan Priorities, goals, and actions align with our New LCAP. The priorities are the following: Goal 1, (Academic Improvement) Goal 2, (Focus on Equity) Goal 3, (Whole Child), and Goal 4, (District Sustainability). Under these, we will have goals aligned to metrics and actions to support our plan.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Coversheet

2024-25 Consolidated Application

Section: III. Consent Agenda
Item: C. 2024-25 Consolidated Application
Purpose: Vote
Submitted by: Leticia Bhatia
Related Material: Consolidated Application and Reporting System (CARS).pdf

BACKGROUND:

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

Each school district uses CARS to submit the spring release of the ConApp annually. The 2024-2025 spring/summer release documents district participation in state and federal programs and provides assurances that the district will comply with each program's legal requirements. Program entitlements are determined by formulas contained in the laws that created the programs.

For the 2024-2025 school year, Cabrillo Unified School District (CUSD) has applied for the following categorical programs:

- Title I, Part A (Basic Grant)
- Title II, Part A (Supporting Effective Instruction)
- Title III English Learner
- Title III Immigrant
- Title IV, Part A (Student and School Support)

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

RECOMMENDATION:

Staff recommends that the Cabrillo Unified School District Governing Board approve the 2024-2025 Consolidated Application request for funding.

Prepared by Josefina Infanzon.

Certify Data

If a data collection form has been saved to a draft status, then it may be ready to be certified and a box will populate in the Certify column for the form. To certify one or more forms, select the appropriate boxes, then select the Certify Submissions option. To select all forms listed as available to certify, select the Select All option, which will auto-select all the Certify boxes, then select the Certify Submissions option.

Note: Depending on the number of forms selected and the size of your local educational agency (LEA), it may take a few minutes for the system to run validation checks and complete the certification request for some or all of the selected data collection forms and/or to produce a list of errors that are preventing certification of one or more data collection form.

Fiscal Year	Description	Deadline	Status	Certify
2022-23	Title II, Part A Fiscal Year Expenditure Report, 24 Months	6/30/2024	*Certified* castilloisrael, 6/21/2024 1:18 PM	
2022-23	Title III English Learner YTD Expenditure Report, 24 Months	6/30/2024	*Certified* castilloisrael, 6/21/2024 1:21 PM	
2023-24	Title I, Part A Notification of Authorization of Schoolwide Program	1/15/2024	*Certified* castilloisrael, 1/22/2024 11:51 AM	
2023-24	Title II, Part A Fiscal Year Expenditure Report, 12 Months	6/30/2024	*Certified* castilloisrael, 6/21/2024 1:22 PM	
2023-24	Title III English Learner YTD Expenditure Report, 12 Months	6/30/2024	*Certified* castilloisrael, 6/21/2024 1:23 PM	
2023-24	Title III English Learner Nonprofit Private School Reimbursement	6/30/2024	*Certified* castilloisrael, 6/21/2024 1:03 PM	
2023-24	Title III Immigrant YTD Expenditure Report, 12 Months	6/30/2024	*Certified* castilloisrael, 6/21/2024 1:09 PM	
2023-24	Title III Immigrant Nonprofit Private School Students Served	6/30/2024	*Certified* castilloisrael, 6/21/2024 11:54 AM	
2023-24	Homeless Education Policy, Requirements, and Implementation	6/30/2024	*Certified* castilloisrael, 6/28/2024 7:57 AM	

Fiscal Year	Description	Deadline	Status	Certify
2024-25	Certification of Assurances	6/30/2024	*Certified* castilloisrael, 6/20/2024 1:09 PM	
2024-25	Protected Prayer Certification	6/30/2024	*Certified* castilloisrael, 6/20/2024 1:09 PM	
2024-25	LCAP Federal Addendum Certification	6/30/2024	*Certified* castilloisrael, 6/21/2024 11:51 AM	
2024-25	Application for Funding	6/30/2024	*Certified* castilloisrael, 6/21/2024 11:51 AM	
2024-25	Nonprofit Private School Consultation	6/30/2024	*Certified* castilloisrael, 6/28/2024 8:00 AM	
2024-25	Title III English Learner Student Program Subgrant Budget	6/30/2024	*Certified* castilloisrael, 6/21/2024 11:54 AM	
2024-25	Title III Immigrant Student Program Subgrant Budget	6/30/2024	*Certified* castilloisrael, 6/21/2024 11:53 AM	
2024-25	Substitute System for Time Accounting	6/30/2024	*Certified* castilloisrael, 6/20/2024 1:09 PM	

Coversheet

Expanded Learning Services Fee-Based Pilot Program for 2024-25 School Year Ratification

Section: III. Consent Agenda
Item: D. Expanded Learning Services Fee-Based Pilot Program for 2024-25 School Year Ratification
Purpose: FYI
Submitted by:

BACKGROUND:

The Expanded Learning Opportunities Program (ELO-P) provides funding for after-school and summer school enrichment programs for transitional kindergarten through sixth grade.

“Expanded learning” means before-school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

The Expanded Learning Services Fee-Based Pilot Program is designed to expand our after-school care services to Transitional Kindergarten (TK) and Kindergarten students at a daily rate of $25 per day and to 1st through 4th-grade students at a daily rate of $20 per day. This program ensures that ineligible, non-unduplicated families have access to quality after-school care, supporting the needs of our working parents and contributing to the overall well-being and development of our students for a small daily fee.

NOTE: Students who qualify as unduplicated students (socioeconomically disadvantaged, English Learners, Migrants, and Foster Youth) will continue to receive a free ELOP program using ELOP funding.

The objectives of our ELOP Program are as follows:

- Increase Access: Provide equitable access to after-school care for students who are not currently eligible for free services.
- Support Families: Offer a structured and supervised environment for students, thereby assisting working parents and guardians.
- Enhance Student Development: Deliver a range of activities that promote academic, social, and emotional growth in a safe and supportive setting.

The ELOP Program details are as follows:

- Target Fee-Based Students: TK and Kindergarten students at $25 per day; 1st to 4th-grade students at $20 per day. NOTE: Non-fee-based unduplicated students are free of cost.
- Service Hours: After school until 5:00 PM, Monday through Friday.
  Activities Offered: Homework assistance, enrichment activities, physical activities, and arts and crafts.
- Staffing: Qualified professionals trained in child development and after-school program facilitation.
  Safety and Security: Adherence to all district safety protocols and procedures to ensure a secure environment for all participants.
- Pilot Program for Reserved Spaces: As part of this pilot program, we propose reserving up to 25% of available spaces for fee-based students. This initiative aims to further enhance accessibility and ensure that families who do not qualify for free services can still benefit from our after-school care offerings.
- Additional Summer Services: Depending on availability, we plan to extend our services to include summer programs, providing continuity of care and enrichment opportunities for students during the summer months. These programs will follow a similar fee structure and will be subject to the same high standards of quality and safety.

The Expanded Learning Services Fee-Based Pilot Program is a crucial step towards ensuring that all students have access to high-quality after-school care, fostering an inclusive environment that meets the diverse needs of our community. We are confident that this program, along with the reserved spaces initiative and potential summer services, will provide substantial benefits to our students and their families.

The fee structure will contribute to the operational costs of the program, including staffing, materials, and facility usage. Any surplus generated will be reinvested into the program to enhance its offerings and sustainability. We anticipate collecting revenue from approximately 37 students, which will generate approximately $27,000 during the regular academic school year.

RECOMMENDATION:

Approve the ratification of the Expanded Learning Services fee-based pilot program for the 2024-25 school year.

Prepared by Leticia Bhatia and Rosalva Segura.

Coversheet

EdTheory MOU Contract Services for 2024-25 School Year

Section: III. Consent Agenda
Item: E. EdTheory MOU Contract Services for 2024-25 School Year
Purpose: Vote
Submitted by: Israel Castillo
Related Material: EdTheory Contract.pdf

BACKGROUND:

This marks our third year contracting with EdTheory for a virtual Speech-Language Pathologist (SLP) due to the significant challenges in finding in-person SLPs willing to travel at the cost to provide services.

The following outlines the annual costs associated with Special Education services and Pre-referral services. These costs are allocated to budget resource code 6500.

The total payment for services under this agreement shall not exceed $146,880.

RECOMMENDATION:

Please approve as submitted.

Prepared by Vanessa Jeronimo.

Cabrillo Unified School District
Agreement with Independent Contractor

Contractor Name and Contact Information ("Contractor"):

Name of Company: EdTheory LLC
Name of Primary Contact Person: Rajat Mehrotra
Address: 6701 Koll Center Pkwy, Ste 250, Pleasanton, CA 94566
Telephone Number: (925) 215-7747
Email address: rajat@edtheory.com

Upon completion of work or agreed-upon work periods, mail invoice with above Agreement Number to:

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

It is agreed between Cabrillo Unified School District ("CUSD"), and Contractor as follows:

1. **Services to be Performed by Contractor.** In consideration of the payments hereinafter set forth, Contractor shall perform services for CUSD in accordance with the terms, conditions, and specifications set forth herein and in Exhibit A, attached hereto.

2. **Contract Term.** The term of this Agreement shall be from [July 1, 2024], to [June 30, 2024], unless terminated earlier pursuant to Section 10.

3. **Payments.** In consideration of the services rendered in accordance with all terms, conditions, and specifications set forth herein and any Exhibit(s) or attachment(s) attached hereto, CUSD shall make payment to Contractor in the manner specified herein and in Exhibit A. In the event that CUSD makes any advance payments, Contractor agrees to refund any amounts in excess of the amount owed by CUSD at the time of contract termination. CUSD reserves the right to withhold payment if CUSD determines that the quantity or quality of the work performed is unacceptable. In no event shall total payment for services under this Agreement exceed [One Hundred forty-Six Thousand Eight Hundred and Eighty] dollars ($146880).

4. **Relationship of the Parties.** Contractor agrees and understands that the work/services performed under this Agreement are performed as an Independent Contractor and not as an employee of CUSD and that neither Contractor nor its employees/agents acquires any of the rights, privileges, powers, or advantages of CUSD employees.

5. **Insurance Requirements.** Contractor shall procure and maintain for the duration of this contract insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder and the results of that work by the Contractor, its agents, representatives, employees or subcontractors.

   A. **Minimum Scope and Limit of Insurance** . Coverage shall be at least as broad as:

      i. **Commercial General Liability (CGL)** : Insurance Services Office Form CG 00 01 covering CGL on an "occurrence" basis, including products and completed operations, property damage, bodily injury and personal & advertising injury with limits no less than **$5,000,000** per occurrence. If a general aggregate limit applies, either the general aggregate limit shall apply separately to this project/location (ISO CG 25 03 or 25 04) or the general aggregate limit shall be twice the required occurrence limit.

      ii. **Automobile Liability** : ISO Form Number CA 00 01 covering any auto (Code 1), or if Contractor has no owned autos, hired, (Code 8) and non-owned autos (Code 9), with a limit no less than **$3,000,000** per accident for bodily injury and property damage.

iii. **Workers' Compensation** : as required by the State of California, with Statutory Limits, and Employer's Liability Insurance with limit of no less than **$8,000,000** per accident for bodily injury or disease.

iv. **Professional Liability (Errors and Omissions)** : Insurance appropriate to the Contractor's profession, with limit no less than **$2,000,000** per occurrence or claim **$5,000,000** aggregate.

B. Other Insurance Provisions

i. **Additional Insured Status** - CUSD, its officers, officials, employees, and volunteers are to be covered as additional insureds on the CGL policy with respect to liability arising out of work or operations performed by or on behalf of the Contractor including materials, parts, or equipment furnished in connection with such work or operations. General liability coverage can be provided in the form of an endorsement to the Contractor's insurance (at least as broad as ISO Form CG 20 10 11 85 or if not available, through the addition of both CG 20 10, CG 20 26, CG 20 33, or CG 20 38; and CG 20 37 if a later edition is used).

ii. **Primary Coverage** - For any claims related to this contract, the Contractor's insurance coverage shall be primary coverage at least as broad as ISO CG 20 01 04 13 as respects CUSD, its officers, officials, employees, and volunteers. Any insurance or self-insurance maintained by CUSD, its officers, officials, employees, or volunteers shall be excess of the Contractor's insurance and shall not contribute with it.

iii. **Sexual Abuse and Molestation Insurance** - In any Scope of Work where direct or incidental contact with students in or out of the classroom setting is likely to take place, Contractor must provide coverage for sexual abuse and molestation which covers bodily injury, emotional distress or mental anguish related to any claim, cause of action or liability associated with child molestation or sexual abuse, with limits no less than $3,000,000 per wrongful act and $6,000,000 aggregate. This coverage may be provided as an endorsement to the Commercial General Liability policy or under a separate policy and must be written on an "occurrence" and not on a claims made or claims made and reported basis. Coverage for such claims must not be subject to any exclusion, restriction, or sub-limit. CUSD, its board of trustees, employees, agents, and volunteers must be named as additional insureds with respect to sexual abuse and molestation claims. The coverage must contain a severability of interests/cross liability clause or language stating that Contractor's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

iv. **Notice of Cancellation** - Each insurance policy required above shall provide that coverage shall not be canceled, except with notice to CUSD.

v. **Waiver of Subrogation** - Contractor hereby grants to CUSD a waiver of any right to subrogation which any insurer of said Contractor may acquire against CUSD by virtue of the payment of any loss under such insurance. Contractor agrees to obtain any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not CUSD has received a waiver of subrogation endorsement from the insurer.

vi. **Self-Insured Retentions** - Self-insured retentions must be declared to and approved by CUSD. CUSD may require the Contractor to purchase coverage with a lower retention or provide proof of ability to pay losses and related investigations, claim administration, and defense expenses within the retention. The policy language shall provide, or be endorsed to provide, that the self-insured retention may be satisfied by either the named insured or CUSD.

vii. **Acceptability of Insurers** - Insurance is to be placed with insurers authorized to conduct business in the state with a current A.M. Best's rating of no less than A:VII, unless otherwise acceptable to CUSD.

viii. **Claims Made Policies** - If any of the required policies provide claims-made coverage:

a. The Retroactive Date must be shown, and must be before the date of the contract or the beginning of contract work.
b. Insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the contract of work.
c. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a Retroactive Date prior to the contract effective date, the Contractor must purchase "extended reporting" coverage for a minimum of five (5) years after completion of work.

ix. **Verification of Coverage** - Contractor shall furnish CUSD with original Certificates of Insurance including all required amendatory endorsements (or copies of the applicable policy language effecting coverage required by this clause) and a copy of the Declarations and Endorsement Page of the CGL policy listing all policy endorsements to CUSD before work begins. However, failure to obtain the required documents prior to the work beginning shall not waive the Contractor's obligation to provide them. CUSD reserves the right to require complete, certified copies of all required insurance policies, including endorsements required by these specifications, at any time.

x. **Special Risks or Circumstances** - CUSD reserves the right to modify these requirements, including limits, based on the nature of the risk, prior experience, insurer, coverage, or other special circumstances.

6. **Indemnification.** Contractor shall indemnify and hold harmless CUSD, its officers, agents, and employees from all claims, suits or actions of every name, kind, or description brought for or on account of injuries to or death of any person or damage to property resulting from performance of any work required under this Agreement by Contractor, its officers, agents, employees and/or servants. The duty of Contractor to indemnify and hold harmless, as set forth herein, shall include the duty to defend as set forth in Section 2778 of the California Civil Code; provided, however, that nothing herein shall be construed to require Contractor to indemnify CUSD, its officers, agents, and employees against any responsibility or liability in contravention of Section 2782 of the Civil Code.

The indemnification and hold harmless set forth above includes, but is not limited to, Contractor's agreement at its sole expense to indemnify CUSD, its officers, agents and employees from and defend or settle any claim or action brought against CUSD to the extent that it is based on a claim that any services furnished hereunder infringed a patent, copyright, trademark, service mark, trade secret, or other legally protected intellectual property rights. Contractor shall pay all costs, fees (including attorneys' fees) and other damages which may be incurred by CUSD, its officers, agents and employees for any such claim or action or settlement thereof.

7. **Confidentiality.** All data produced or compiled by Contractor shall be considered confidential unless it can be obtained as public record and shall not be shared with a third party without the prior written consent of CUSD. All financial, statistical, personal, technical, and other data and information relating to CUSD's operations which is made available to Contractor in order to carry out this Agreement shall be presumed to be confidential. Contractor shall protect said data and information from unauthorized use and disclosure by the observance of the same or more effective procedures as CUSD requires of its own personnel. Contractor shall not, however, be required by this Section to keep confidential any data or information which is or becomes publicly available, is already rightfully in Contractor's possession, is independently developed by Contractor outside the scope of the Agreement, or is rightfully obtained from third parties. The requirements of this Section shall survive termination of this Agreement.

8. **Live Screen Criminal Background Check Requirements:** Contractor, at its sole cost and expense, and as necessary to satisfy the requirements of Education Code section 45125.1 and 45125.2 or CUSD policy, will ensure that all required criminal background checks are timely conducted. If required by Education Code section 45125.1, Contractor must provide for the completion of a Fingerprint Certification form, in CUSD's required format, prior to any of the Contractor's employees, or those of any other subcontractors, who are anticipated to come into contact with CUSD's students. Contractor further acknowledges that other fingerprinting requirements may apply, as set forth in Education Code section 45125 et seq., and that Contractor will comply with any such requirements. Contractor further acknowledges and agrees that no Contractor or subcontractor employees, agents or representatives shall come into contact with students if they have been convicted of a violent felony listed in Penal Code section 667.5(c) or a serious felony listed in Penal Code section 1192.7(c). Notwithstanding anything to the contrary herein, if Contractor is

an individual operating as a sole proprietor, if required by Education Code section 45125.1(k), it shall be the responsibility of CUSD to prepare and submit that individual's fingerprints to the Department of Justice.

9. **Non-Assignability.** Contractor shall not assign this Agreement or any portion thereof to a third party without the prior written consent of CUSD, and any attempted assignment without such prior written consent in violation of this Section shall automatically give CUSD the option to terminate this Agreement without notice.

10. **Termination of Agreement.** CUSD may, at any time after execution of this Agreement, terminate this Agreement, in whole or in part, for the convenience of CUSD by giving written notice specifying the effective date and scope of such termination. Termination shall be effective on a date not less than thirty (30) days from said notice. In the event of termination, all finished or unfinished documents, data, studies, maps, photographs, reports, and materials prepared by Contractor under this Agreement shall become the property of CUSD and shall be promptly delivered to CUSD. In the event of termination, Contractor shall be paid for all work satisfactorily performed through the date of termination except where the contracting department determines the quality or quantity of the work performed is unacceptable. Such payment shall be that portion of the full payment which is determined by comparing the work/services completed to the work/services required by the Agreement. CUSD may immediately terminate this Agreement based upon unavailability of Federal, State, or local funds by providing written notice to Contractor as soon as is reasonably possible after CUSD learns of said unavailability of funding.

11. **Payment of Permits/Licenses.** Contractor bears responsibility to obtain any license, permit, or approval required from any agency for work/services to be performed under this Agreement at Contractor's own expense prior to commencement of said work/services. Failure to do so will result in forfeit of any right to compensation under this Agreement.

12. **Retention of Records.** Contractor shall maintain all records related to this Agreement for no fewer than three years after CUSD makes final payment or after termination of this Agreement and all other pending matters are closed. All records shall be subject to the examination and/or audit by agents of CUSD, the State of California, other regulatory agencies, and/or Federal grantor agencies.

13. **Compliance with State, Federal, and Local Laws, Regulations, and Ordinances.** Contractor and all subcontractors shall ensure compliance with all state, federal, and local laws, regulations, or rules applicable to performance of the work required under this Agreement and shall execute all necessary certifications of compliance therewith.

14. **Merger Clause.** This Agreement, including all exhibits/attachments attached hereto, which are incorporated herein by this reference, constitutes the sole agreement of the parties hereto and correctly states the rights, duties, and obligations of each party as of this document's date. Any prior agreement, promises, negotiations, or representations between the parties not expressly stated in this document are not binding. All subsequent modifications shall be in writing and signed by the Superintendent or his/her designee. In the event that any term, condition, provision, requirement or specification set forth in the body of this Agreement conflicts with or is inconsistent with any term, condition, provision, requirement or specification in any exhibit and/or attachment to this Agreement, the provisions of the body of this Agreement shall prevail.

15. **Governing Law.** This Agreement, including any exhibits, and any disputes arising out of this Agreement shall for all purposes be deemed subject to the laws of the State of California without regard to its choice of law rules, and any lawsuit concerning or arising out of this Agreement shall be venued in the County of San Mateo or in the United States District Court for the Northern District of California.

16. **Cal/OSHA Workplace Violence Prevention Plan.** Contractor shall have in effect during the entire term of this Agreement a Workplace Violence Prevention Plan (WVPP) as part of its Injury and Illness Prevention Plan (IIPP), as required by Section 6401.9 of the California Labor Code. In signing this Agreement, Contractor certifies (a) that it is aware of the provisions of Section 6401.9 of the California Labor Code, which require every employer to adopt, maintain and train all employees on the WVPP in accordance with the provisions of the Labor Code, and (b) that it will comply with such provisions before commencing the performance of work under this Agreement.

THIS CONTRACT IS NOT VALID UNTIL SIGNED BY ALL PARTIES.

For Contractor:



[Marvel Philip- Chief Executive Officer] Date: 7/25/2024

For CUSD:

Amber Lee -Alva **Date**

Exhibit A

Agreement between Cabrillo Unified School District and [EdTheory LLC]

1. Description of Services to be Performed by Contractor

In consideration of the payments set forth in Section 2, **Amount and Method of Payment**, Contractor shall provide the following:

- Special Education Staffing Services

2. Amount and Method of Payment

In consideration of the services provided by Contractor pursuant to Section 1, **Description of Services to be Performed by Contractor**, and subject to the terms of the Agreement, CUSD shall pay Contractor based on the following schedule and terms:

1. Term and frequency of payment.

a. If based on budget: *Contractor shall invoice CUSD for actual costs incurred based on the following budget: _____.*

b. If monthly/quarterly, etc.: *Contractor shall invoice CUSD (choose one) weekly/biweekly/monthly/quarterly/annually based on the following rate: $102 per hour* ✓

c. If lump sum: *Contractor shall invoice CUSD for one lump sum in the amount of $146,880 upon execution of agreement / completion of services described in Section I.*

d. If deliverable based: *Contractor shall invoice CUSD upon completion of each deliverable(s) shown in Section I.*

2. Invoice due dates.

For example: *Invoices are due to CUSD by the 15th of each month for the previous month's service. Due to CUSD's year-end process, invoices for June services are due by July 7; or Invoice is due no later than 10 days after completion of deliverable in Section 1.*

3. Backup documentation.

For example: *Contractor will submit performance reports with the invoice. Payment is dependent on submission of supporting documentation. Payment may be delayed if supporting documentation is not received.*

4. Submission of invoices.

For example: *Contractor will submit invoices electronically to [CUSD EMAIL ADDRESS].*

Coversheet

SPG (Speech and Language Therapist) MOU for 2024-25 School Year

Section: III. Consent Agenda
Item: F. SPG (Speech and Language Therapist) MOU for 2024-25 School Year
Purpose: Vote
Submitted by: Israel Castillo
Related Material: SPG Independent Contract.pdf

BACKGROUND:

Upon approval of the Governing Board on August 8, 2024, Israel Castillo will assume the role of Director of Educational Support Services. Through his collaboration with the special education support staff, Mr. Castillo discovered that the former Special Education Director, Martha Ladd, had established a contract with the Speech Pathology Group (SPG) to provide Speech and Education Specialist services. This year, we have subcontracted three speech pathologists and one education specialist to support our students with disabilities. Moving forward, Mr. Castillo will partner with the Chief Business Official and the Human Resources Department to reduce the district's reliance on contracted service providers for special education to the greatest extent possible.

The following outlines the annual costs of Special Education and Pre-referral services by SPG. These costs are allocated to budget resource code 6500.

The total payment for services under this agreement shall not exceed $548,585.00.

RECOMMENDATION:

Please approve as submitted.

Prepared by Vanessa Jeronimo.

Cabrillo Unified School District
Agreement with Independent Contractor

Contractor Name and Contact Information ("Contractor"):

Name of Company: SPG Therapy & Education
Name of Primary Contact Person: Contracts Team
Address: 2021 Ygnacio Valley Rd. C-103,
Walnut Creek CA 94598
Telephone Number: 925.945.1474 x 134
Email address: contracts@spgtherapy.com

Upon completion of work or agreed-upon work periods, mail invoice with above Agreement Number to:

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

It is agreed between Cabrillo Unified School District ("CUSD"), and Contractor as follows:

1. **Services to be Performed by Contractor.** In consideration of the payments hereinafter set forth, Contractor shall perform services for CUSD in accordance with the terms, conditions, and specifications set forth herein and in Exhibit A, attached hereto.

2. **Contract Term.** The term of this Agreement shall be from August 12, 2024, to June 6, 2025, unless terminated earlier pursuant to Section 10.

3. **Payments.** In consideration of the services rendered in accordance with all terms, conditions, and specifications set forth herein and any Exhibit(s) or attachment(s) attached hereto, CUSD shall make payment to Contractor in the manner specified herein and in Exhibit A. In the event that CUSD makes any advance payments, Contractor agrees to refund any amounts in excess of the amount owed by CUSD at the time of contract termination. CUSD reserves the right to withhold payment if CUSD determines that the quantity or quality of the work performed is unacceptable. In no event shall total payment for services under this Agreement exceed Five Hundred Forty Eight Thousand Five Hundred Eighty Five dollars $548,585.00.

4. **Relationship of the Parties.** Contractor agrees and understands that the work/services performed under this Agreement are performed as an Independent Contractor and not as an employee of CUSD and that neither Contractor nor its employees/agents acquires any of the rights, privileges, powers, or advantages of CUSD employees.

5. **Insurance Requirements.** Contractor shall procure and maintain for the duration of this contract insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder and the results of that work by the Contractor, its agents, representatives, employees or subcontractors.

   A. **Minimum Scope and Limit of Insurance**. Coverage shall be at least as broad as:

      i. **Commercial General Liability (CGL)**: Insurance Services Office Form CG 00 01 covering CGL on an "occurrence" basis, including products and completed operations, property damage, bodily injury and personal & advertising injury with limits no less than **$5,000,000** per occurrence. If a general aggregate limit applies, either the general aggregate limit shall apply separately to this project/location (ISO CG 25 03 or 25 04) or the general aggregate limit shall be twice the required occurrence limit.

      ii. **Automobile Liability**: ISO Form Number CA 00 01 covering any auto (Code 1), or if Contractor has no owned autos, hired, (Code 8) and non-owned autos (Code 9), with a limit no less than **$3,000,000** per accident for bodily injury and property damage.

iii. **Workers' Compensation**: as required by the State of California, with Statutory Limits, and Employer's Liability Insurance with limit of no less than **$3,000,000** per accident for bodily injury or disease.

iv. **Professional Liability (Errors and Omissions)**: Insurance appropriate to the Contractor's profession, with limit no less than **$2,000,000** per occurrence or claim, **$5,000,000** aggregate.

B. Other Insurance Provisions

i. **Additional Insured Status** - CUSD, its officers, officials, employees, and volunteers are to be covered as additional insureds on the CGL policy with respect to liability arising out of work or operations performed by or on behalf of the Contractor including materials, parts, or equipment furnished in connection with such work or operations. General liability coverage can be provided in the form of an endorsement to the Contractor's insurance (at least as broad as ISO Form CG 20 10 11 85 or if not available, through the addition of both CG 20 10, CG 20 26, CG 20 33, or CG 20 38; and CG 20 37 if a later edition is used).

ii. **Primary Coverage** - For any claims related to this contract, the Contractor's insurance coverage shall be primary coverage at least as broad as ISO CG 20 01 04 13 as respects CUSD, its officers, officials, employees, and volunteers. Any insurance or self-insurance maintained by CUSD, its officers, officials, employees, or volunteers shall be excess of the Contractor's insurance and shall not contribute with it.

iii. **Sexual Abuse and Molestation Insurance -** In any Scope of Work where direct or incidental contact with students in or out of the classroom setting is likely to take place, Contractor must provide coverage for sexual abuse and molestation which covers bodily injury, emotional distress or mental anguish related to any claim, cause of action or liability associated with child molestation or sexual abuse, with limits no less than $3,000,000 per wrongful act and $6,000,000 aggregate. This coverage may be provided as an endorsement to the Commercial General Liability policy or under a separate policy and must be written on an "occurrence" and not on a claims made or claims made and reported basis. Coverage for such claims must not be subject to any exclusion, restriction, or sub-limit. CUSD, its board of trustees, employees, agents, and volunteers must be named as additional insureds with respect to sexual abuse and molestation claims. The coverage must contain a severability of interests/cross liability clause or language stating that Contractor's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

iv. **Notice of Cancellation** - Each insurance policy required above shall provide that coverage shall not be canceled, except with notice to CUSD.

v. **Waiver of Subrogation** - Contractor hereby grants to CUSD a waiver of any right to subrogation which any insurer of said Contractor may acquire against CUSD by virtue of the payment of any loss under such insurance. Contractor agrees to obtain any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not CUSD has received a waiver of subrogation endorsement from the insurer.

vi. **Self-Insured Retentions** - Self-insured retentions must be declared to and approved by CUSD. CUSD may require the Contractor to purchase coverage with a lower retention or provide proof of ability to pay losses and related investigations, claim administration, and defense expenses within the retention. The policy language shall provide, or be endorsed to provide, that the self-insured retention may be satisfied by either the named insured or CUSD.

vii. **Acceptability of Insurers** - Insurance is to be placed with insurers authorized to conduct business in the state with a current A.M. Best's rating of no less than A:VII, unless otherwise acceptable to CUSD.

viii. **Claims Made Policies** - If any of the required policies provide claims-made coverage:

a. The Retroactive Date must be shown, and must be before the date of the contract or the beginning of contract work.
b. Insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the contract of work.
c. If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a Retroactive Date prior to the contract effective date, the Contractor must purchase "extended reporting" coverage for a minimum of five (5) years after completion of work.

ix. **Verification of Coverage** - Contractor shall furnish CUSD with original Certificates of Insurance including all required amendatory endorsements (or copies of the applicable policy language effecting coverage required by this clause) and a copy of the Declarations and Endorsement Page of the CGL policy listing all policy endorsements to CUSD before work begins. However, failure to obtain the required documents prior to the work beginning shall not waive the Contractor's obligation to provide them. CUSD reserves the right to require complete, certified copies of all required insurance policies, including endorsements required by these specifications, at any time.

x. **Special Risks or Circumstances** - CUSD reserves the right to modify these requirements, including limits, based on the nature of the risk, prior experience, insurer, coverage, or other special circumstances.

6. **Indemnification.** Contractor shall indemnify and hold harmless CUSD, its officers, agents, and employees from all claims, suits or actions of every name, kind, or description brought for or on account of injuries to or death of any person or damage to property resulting from performance of any work required under this Agreement by Contractor, its officers, agents, employees and/or servants. The duty of Contractor to indemnify and hold harmless, as set forth herein, shall include the duty to defend as set forth in Section 2778 of the California Civil Code; provided, however, that nothing herein shall be construed to require Contractor to indemnify CUSD, its officers, agents, and employees against any responsibility or liability in contravention of Section 2782 of the Civil Code.

   The indemnification and hold harmless set forth above includes, but is not limited to, Contractor's agreement at its sole expense to indemnify CUSD, its officers, agents and employees from and defend or settle any claim or action brought against CUSD to the extent that it is based on a claim that any services furnished hereunder infringed a patent, copyright, trademark, service mark, trade secret, or other legally protected intellectual property rights. Contractor shall pay all costs, fees (including attorneys' fees) and other damages which may be incurred by CUSD, its officers, agents and employees for any such claim or action or settlement thereof.

7. **Confidentiality.** All data produced or compiled by Contractor shall be considered confidential unless it can be obtained as public record and shall not be shared with a third party without the prior written consent of CUSD. All financial, statistical, personal, technical, and other data and information relating to CUSD's operations which is made available to Contractor in order to carry out this Agreement shall be presumed to be confidential. Contractor shall protect said data and information from unauthorized use and disclosure by the observance of the same or more effective procedures as CUSD requires of its own personnel. Contractor shall not, however, be required by this Section to keep confidential any data or information which is or becomes publicly available, is already rightfully in Contractor's possession, is independently developed by Contractor outside the scope of the Agreement, or is rightfully obtained from third parties. The requirements of this Section shall survive termination of this Agreement.

8. **Live Screen Criminal Background Check Requirements:** Contractor, at its sole cost and expense, and as necessary to satisfy the requirements of Education Code section 45125.1 and 45125.2 or CUSD policy, will ensure that all required criminal background checks are timely conducted. If required by Education Code section 45125.1, Contractor must provide for the completion of a Fingerprint Certification form, in CUSD's required format, prior to any of the Contractor's employees, or those of any other subcontractors, who are anticipated to come into contact with CUSD's students. Contractor further acknowledges that other fingerprinting requirements may apply, as set forth in Education Code section 45125 et seq., and that Contractor will comply with any such requirements. Contractor further acknowledges and agrees that no Contractor or subcontractor employees, agents or representatives shall come into contact with students if they have been convicted of a violent felony listed in Penal Code section 667.5(c) or a serious felony listed in Penal Code section 1192.7(c). Notwithstanding anything to the contrary herein, if Contractor is

an individual operating as a sole proprietor, if required by Education Code section 45125.1(k), it shall be the responsibility of CUSD to prepare and submit that individual's fingerprints to the Department of Justice.

9. **Non-Assignability.** Contractor shall not assign this Agreement or any portion thereof to a third party without the prior written consent of CUSD, and any attempted assignment without such prior written consent in violation of this Section shall automatically give CUSD the option to terminate this Agreement without notice.

10. **Termination of Agreement.** CUSD may, at any time after execution of this Agreement, terminate this Agreement, in whole or in part, for the convenience of CUSD by giving written notice specifying the effective date and scope of such termination. Termination shall be effective on a date not less than thirty (30) days from said notice. In the event of termination, all finished or unfinished documents, data, studies, maps, photographs, reports, and materials prepared by Contractor under this Agreement shall become the property of CUSD and shall be promptly delivered to CUSD. In the event of termination, Contractor shall be paid for all work satisfactorily performed through the date of termination except where the contracting department determines the quality or quantity of the work performed is unacceptable. Such payment shall be that portion of the full payment which is determined by comparing the work/services completed to the work/services required by the Agreement. CUSD may immediately terminate this Agreement based upon unavailability of Federal, State, or local funds by providing written notice to Contractor as soon as is reasonably possible after CUSD learns of said unavailability of funding.

11. **Payment of Permits/Licenses.** Contractor bears responsibility to obtain any license, permit, or approval required from any agency for work/services to be performed under this Agreement at Contractor's own expense prior to commencement of said work/services. Failure to do so will result in forfeit of any right to compensation under this Agreement.

12. **Retention of Records.** Contractor shall maintain all records related to this Agreement for no fewer than three years after CUSD makes final payment or after termination of this Agreement and all other pending matters are closed. All records shall be subject to the examination and/or audit by agents of CUSD, the State of California, other regulatory agencies, and/or Federal grantor agencies.

13. **Compliance with State, Federal, and Local Laws, Regulations, and Ordinances.** Contractor and all subcontractors shall ensure compliance with all state, federal, and local laws, regulations, or rules applicable to performance of the work required under this Agreement and shall execute all necessary certifications of compliance therewith.

14. **Merger Clause.** This Agreement, including all exhibits/attachments attached hereto, which are incorporated herein by this reference, constitutes the sole agreement of the parties hereto and correctly states the rights, duties, and obligations of each party as of this document's date. Any prior agreement, promises, negotiations, or representations between the parties not expressly stated in this document are not binding. All subsequent modifications shall be in writing and signed by the Superintendent or his/her designee. In the event that any term, condition, provision, requirement or specification set forth in the body of this Agreement conflicts with or is inconsistent with any term, condition, provision, requirement or specification in any exhibit and/or attachment to this Agreement, the provisions of the body of this Agreement shall prevail.

15. **Governing Law.** This Agreement, including any exhibits, and any disputes arising out of this Agreement shall for all purposes be deemed subject to the laws of the State of California without regard to its choice of law rules, and any lawsuit concerning or arising out of this Agreement shall be venued in the County of San Mateo or in the United States District Court for the Northern District of California.

16. **Cal/OSHA Workplace Violence Prevention Plan.** Contractor shall have in effect during the entire term of this Agreement a Workplace Violence Prevention Plan (WVPP) as part of its Injury and Illness Prevention Plan (IIPP), as required by Section 6401.9 of the California Labor Code. In signing this Agreement, Contractor certifies (a) that it is aware of the provisions of Section 6401.9 of the California Labor Code, which require every employer to adopt, maintain and train all employees on the WVPP in accordance with the provisions of the Labor Code, and (b) that it will comply with such provisions before commencing the performance of work under this Agreement.

THIS CONTRACT IS NOT VALID UNTIL SIGNED BY ALL PARTIES.

For Contractor: SPG Therapy & Education

Susan Stark	7/25/24
Susan Stark – President	Date

For CUSD:

Amber Lee-Alva	**Date**

Exhibit A

Agreement between Cabrillo Unified School District and SPG Therapy & Education

1. Description of Services to be Performed by Contractor

In consideration of the payments set forth in Section 2, **Amount and Method of Payment**, Contractor shall provide the following:

-

2. Amount and Method of Payment

In consideration of the services provided by Contractor pursuant to Section 1, **Description of Services to be Performed by Contractor**, and subject to the terms of the Agreement, CUSD shall pay Contractor based on the following schedule and terms:

1. **Term and frequency of payment.**

   a. If based on budget: *Contractor shall invoice CUSD for actual costs incurred based on the following budget: _____.*

   b. **If monthly/quarterly, etc.: *Contractor shall invoice CUSD (choose one) weekly/biweekly/monthly/quarterly/annually based on the following rate:* $883.55-$987.11**

   c. If lump sum: *Contractor shall invoice CUSD for one lump sum in the amount of $_____ upon execution of agreement / completion of services described in Section 1.*

   d. If deliverable based: *Contractor shall invoice CUSD upon completion of each deliverable(s) shown in Section 1.*

2. **Invoice due dates.**

   For example: *Invoices are due to CUSD by the 15th of each month for the previous month's service. Due to CUSD's year-end process, invoices for June services are due by July 7; or Invoice is due no later than 10 days after completion of deliverable as shown in Section 1.*

3. **Backup documentation.**

   For example: *Contractor will submit performance reports with the invoice. Payment is dependent on submission of supporting documentation. Payment may be delayed if supporting documentation is not received.*

4. **Submission of invoices.**

   For example: *Contractor will submit invoices electronically to [CUSD EMAIL ADDRESS].*

Coversheet

StarVista's Strengthen our Youth Program MOU for 2024-25 School Year

Section: III. Consent Agenda
Item: G. StarVista's Strengthen our Youth Program MOU for 2024-25 School Year
Purpose: Vote
Submitted by: Bianca Forrester
Related Material: StarVista_MOU_2024-25.pdf

BACKGROUND:

StarVista is a community-based organization that provides counseling, case management, crisis management programs, and other services and programs that support our youth and families in San Mateo County. One of the programs being offered to Half Moon Bay High School is a counselor from StarVista's Strengthen Our Youth Program (SOY). This program covers professional counseling, education, and prevention services to students at Half Moon Bay High School campus. The MOU outlines the partnership between the School District and StarVista. This MOU is a continuation of services that were offered for the 23-24 school year. The District will provide space for counseling to take place, and StarVista will provide a professional counselor to provide services for 20-30 hours per week.

There is no financial impact to the General Fund.

RECOMMENDATION:

Approve the MOU with StarVista to continue the SOY program on the Half Moon Bay High School campus.

Prepared by Jackie Sullivan.

MEMORANDUM OF UNDERSTANDING BETWEEN STARVISTA AND THE CABRILLO UNIFIED SCHOOL DISTRICT (CUSD) TO HOUSE A MENTAL HEALTH CLINICIAN FROM THE STRENGTHEN OUR YOUTH PROGRAM (SOY) AT HALF MOON BAY HIGH SCHOOL AND TO COORDINATE ACTIVITIES BETWEEN SOY AND CUSD.

RECITALS

This Memorandum of Understanding (MOU) is a binding agreement, effective on July 1, 2024 and ending on June 30, 2025, by and between StarVista and the Cabrillo Unified School District (CUSD).

A. StarVista and CUSD desire to create a collaborative working relationship.

B. Provision of services by StarVista under this Agreement establishes mental health services on-site within the Cabrillo Unified School District. The specific school assignment, Half Moon Bay High School, is identified based on a separate contract between StarVista and San Mateo County (County Agreement) (County Agreement attached as Exhibit A).

C. StarVista and CUSD agree to operate under the terms and conditions set forth in this Agreement.

AGREEMENT

A. Services & Obligations

1. StarVista Strengthen Our Youth Program (SOY) Obligations

    a. StarVista will hire, train, and supervise the SOY Mental Health Clinician (SOY Clinician).
    b. StarVista will ensure all hiring criteria and procedures, including fingerprint clearance and criminal background checks, are met by SOY Clinician.
    c. StarVista will provide necessary therapeutic and office supplies, materials and equipment for the SOY Clinician.
    d. The SOY Clinician will be onsite at Half Moon Bay High School (HMBHS) 5 days per week, for a total of 35 hours , with the exception of program or agency meetings, training, supervision, sick days, vacation, and school holidays. The SOY Clinician shall provide notification to HMBHS's Wellness Team via email or phone of these absences with as much notice as possible.
    e. The SOY Clinician will sign in and out of the front office when arriving and leaving campus for emergency tracking purposes. The SOY Clinician will ensure that the front office has their updated emergency contact information at the start of each school year.
    f. StarVista's Program Manager will participate in meetings with Half Moon Bay High School staff as needed in order to:

i. Maintain open communication regarding program processes, projects, and objectives, as well as to resolve any concerns as they arise.

ii. Discuss staff activities and develop areas for collaboration.

iii. Support ongoing growth and development of SOY staff.

g. StarVista will engage in conflict resolution if any issues arise as follows:

i. Direct problem solving between involved parties as evidenced by the following:

- When the SOY Clinician recognizes that an interpersonal conflict exists, they should take steps to address the concern directly with the other person/persons involved and try to reach a mutually acceptable resolution.

ii. Involve agency directors as follows:

- If the previous step does not result in the resolution of concerns, the agency's Program Manager and/or Department Director and School Principal should work together with involved staff members to address and resolve the problem.

h. For any requests that are made of the SOY Clinician that are outside of the role defined in this MOU, the Program Manager must be involved in all communication.

i. In collaboration with the Wellness Team, the SOY Clinician will establish a referral process for HMBHS students to be referred to the SOY Clinician. See attached referral SOY referral form. HMBHS shall provide the contact information necessary to reach the family.

j. The SOY Clinician will have the student and/or parent/guardian sign a consent form that permits student to be seen by the SOY Clinician.

k. The SOY Clinician will have the student and/or parent/guardian sign a Release of Information, which will:

i. Allow HMBHS to receive information regarding student attendance at mental health sessions;

ii. Allow a mutual exchange of information between the SOY Clinician and HMBHS regarding the student's mental health needs, academic performance, behavioral reports/discipline, and attendance/tardiness. Such information exchange will be limited to that information necessary to enable HMBHS to provide students with the academic and other support needed and available to students .

l. If a student and/or parent does not consent to the sharing of information with HMBHS, that student will not be able to receive services from the SOY Clinician and will be referred to a CUSD mental health provider.

2. SOY Services

The SOY Clinician will:

a. Accept student referrals made to the SOY Clinician by the HMBHS Wellness Team.
b. Screen referred students for risk factors and issues that impact social and emotional functioning in their home and school setting including, but not limited to attendance, academics, behavior concerns, family and social issues, mental health concerns, and behavior concerns. Complete a psychosocial assessment and create a treatment plan based on the assessment.
c. Provide short-term or long-term clinical treatment based on the treatment plan including, but not limited to individual, family, and/or group therapy and assist the student/family in meeting the treatment goals before closing a case.
d. Refer to outside resources, as appropriate, for needs that either require higher levels of care or specialty treatment, to meet treatment plan goals. The SOY clinician will facilitate these referrals and transfer of services.
e. Provide on-site school crisis intervention as needed through counseling, intervention, and support transition to Psychiatric Emergency Services.
f. Provide mental health workshops that focus on topics such as Mindfulness, Self-Esteem, Peer Relationships, etc., as needed to classrooms at Half Moon Bay High School.
g. Develop a collaborative working relationship with staff and partners at Half Moon Bay High School by attending staff meetings or any other related District and school site meetings to provide information about SOY services as needed.

3. CUSD Obligations

CUSD/Half Moon Bay High School will:

a. Provide appropriate, confidential workspace, furnished with chairs, tables, and telephone for the SOY clinician, five (5) days a week.
b. Provide appropriate and accessible storage for SOY supplies and materials.
c. Provide locking file cabinets for SOY Clinician to store files. If no storage can be provided, CUSD staff must alert the StarVista Program Manager immediately so StarVista can provide one. A copy of the key for the filing cabinet should be available to SOY staff at all times.
d. Develop a collaborative working relationship with SOY staff through the following:
    i. *Administration, Wellness Team, School Psychologists and School Counselors,* and other appropriate school staff shall coordinate and facilitate weekly or bi-monthly meetings to discuss potential referrals to the SOY Clinician.

ii. *Wellness Team* referring students to the SOY Clinician will be available as needed to discuss the reason for referral, ongoing concerns, or crisis situations

iii. *Wellness Team* shall make client referrals to the SOY Clinician by using the agreed upon referral process (see Addendum) and identifying students who are at risk of involvement with one or more of the following systems:

- Children and Family Services, within the Health and Human Services Department
- Juvenile Justice and/or law enforcement
- Psychiatric Emergency Services to assist with mental health crises
- U.S. Immigration and Customs Enforcement

iv. School staff shall assist the SOY Clinician when supporting students who are in an active crisis by contacting the appropriate emergency services.

v. School administrative staff shall include StarVista's School-Based Services Program Manager in any communications related to problems with service delivery or case administration.

e. With requisite Release of Information noted above in Section A.1.l.ii., CUSD/Half Moon Bay High School shall share data related to students seen by the SOY Clinician. The data provided shall focus specifically on:
   i. Academic Performance
   ii. Behavioral Reports/Discipline
   iii. Attendance/Tardiness
   iv. Written/Typed examples of how SOY services have had an impact on the school.

f. CUSD/Half Moon Bay High School shall determine the best method to provide the aforementioned data, whether by providing read-only access to electronic records or school administration preparing aggregate data on the students seen by the SOY Clinician.

g. Half Moon Bay

h. High School Principal or Vice Principal overseeing counseling will meet with StarVista's School-Based Services Program Manager and SOY Clinician as needed in order to:
   i. Maintain open communication regarding program processes, projects, and objectives, as well as to resolve any concerns as they arise.
   ii. Discuss staff activities and develop areas for collaboration.
   iii. Support ongoing growth and development of SOY staff.

i. Engage in conflict resolution if any issues arise as follows:
   i. Direct problem solving between involved parties as evidenced by the following:
      - When school staff members recognize that an interpersonal conflict exists, they should take steps to address the concern

directly with the other person/persons involved and try to work out a mutually acceptable resolution.

ii. Involvement of agency directors as follows:

- If the previous step does not result in the resolution of concerns, the agency's Program Manager and/or Department Director and School Principal should work together with involved staff members to address and resolve the problem.

B. Insurance Requirements

StarVista, at its own cost and expense, unless otherwise specified below, shall procure the types and amounts of insurance listed below against claims for injuries to persons or damages to property that may arise from or in connection with the operation of its program authorized pursuant to this Memorandum of Understanding by StarVista and its agents, representatives, employees, and subcontractors. Consistent with the following provisions, StarVista shall provide Certificates of Insurance indicating that StarVista has obtained or currently maintains insurance that meets the requirements of this section and under forms of insurance satisfactory, in all respects, to CUSD. StarVista shall maintain the insurance policies required by this section throughout the term of this Agreement. The cost of such insurance shall be borne solely by StarVista. Verification of the required insurance shall be submitted and made part of this Agreement prior to execution.

1. Workers' Compensation. StarVista shall, at its sole cost and expense, maintain Statutory Workers' Compensation Insurance and Employer's Liability Insurance for any and all persons employed directly or indirectly by StarVista. The Statutory Workers' Compensation Insurance and Employer's Liability Insurance shall be provided with limits of not less than ONE MILLION DOLLARS ($1,000,000.00) per accident. In the alternative, StarVista may rely on a self- insurance program to meet those requirements, but only if the program of self-insurance complies fully with the provisions of the California Labor Code. Determination of whether a self-insurance program meets the standards of the Labor Code shall be solely at the discretion of CUSD. The insurer, if insurance is provided, or StarVista, if a program of self-insurance is provided, shall waive all rights of subrogation against CUSD and its officers, employees, and volunteers for loss arising from work performed under this Agreement.
2. Commercial General Insurance.
3. General Requirements: StarVista, at its own cost and expense, shall maintain commercial general for the term of this Agreement in an amount not less than ONE MILLION DOLLARS ($1,000,000.00) per occurrence, combined single limit coverage for risks associated with the work contemplated by this Agreement. If a Commercial General Liability Insurance form or other forms with a general aggregate limit is used, either the general aggregate limit shall apply separately to the work to be performed under this Agreement or the general aggregate limit shall be at least twice the required occurrence limit. Such coverage shall include but shall not be limited to, protection against claims arising from bodily and personal injury, including death resulting therefrom, and damage

to property resulting from activities contemplated under this Agreement, including the use of owned and non-owned automobiles.

4. Minimum Scope of Coverage: Commercial general coverage shall be at least as broad as Insurance Services Office Commercial General Liability occurrence form CG 0001 or GL 0002 (most recent editions) covering comprehensive General Liability and Insurance Services Office form number GL 0404 covering Broad Form Comprehensive General Liability. Automobile coverage shall be at least as broad as Insurance Services Office Automobile Liability form CA 0001 (ed. 12/90) Code 8 and 9. No endorsement shall be attached limiting the coverage.
5. Additional requirements. Each of the following shall be included in the insurance coverage or added as a certified endorsement to the policy:
    a. The insurance shall cover on an occurrence or an accident basis, and not on a claims-made basis.
    b. Any failure of StarVista to comply with reporting provisions of the policy shall not affect coverage provided to CUSD and its officers, employees, agents, and volunteers.
6. All Policies Requirements.
    a. Acceptability of insurers. All insurance required by this section is to be placed with insurers with a Bests' rating of no less than A: VII.
    b. Verification of coverage. Prior to beginning any work under this Agreement, StarVista shall furnish CUSD with complete certified copies of all policies, including complete certified copies of all endorsements. All copies of policies and certified endorsements shall show the signature of a person authorized by that insurer to bind coverage on its behalf.
    c. Notice of reduction in or cancellation of coverage. A certified endorsement shall be attached to all insurance obtained pursuant to this Agreement stating that coverage shall not be suspended, voided, canceled by either party or reduced in coverage or in limits, except after thirty (30) days' prior written notice by certified mail, return receipt requested, has been given to CUSD. In the event that any coverage required by this section is reduced, limited, canceled, or materially affected in any other manner, StarVista shall provide written notice to CUSD at the earliest possible opportunity and in no case later than ten (10) working days after StarVista is notified of the change in coverage.
    d. Additional insured; primary insurance. CUSD and its officers, employees, agents, and volunteers shall be covered as additional insureds with respect to each of the following: liability arising out of activities performed by or on behalf of StarVista, including the insured's general supervision of StarVista; products and completed operations of StarVista, as applicable; premises owned, occupied, or used by StarVista and automobiles owned, leased, or used by the StarVista in the course of providing services pursuant to this Agreement. The coverage shall contain no special limitations on the scope of protection afforded to CUSD or its officers, employees, agents, or volunteers.

i. A certified endorsement must be attached to all policies stating that coverage is primary insurance with respect to CUSD and its officers, officials, employees, and volunteers and that no insurance or self-insurance maintained by CUSD shall be called upon to contribute to a loss under the coverage.

e. Deductibles and Self-Insured Retentions. StarVista shall disclose to and obtain the approval of CUSD for the self-insured retentions and deductibles before beginning any of the services or work called for by any term of this Agreement.

7. Variation. CUSD may approve a variation in the foregoing insurance requirements, upon a determination that the coverage, scope, limits, and forms. CUSD interests are otherwise fully protected.

C. Indemnification And Consultant's Responsibilities.

StarVista shall indemnify, defend with counsel selected by CUSD and hold harmless CUSD and its officials, officers, employees, agents, and volunteers from and against any and all losses, liability, claims, suits, actions, damages, and causes of action arising out of any personal injury, bodily injury, loss of life, or damage to property, or any violation of any federal, state, or municipal law or ordinance, to the extent caused, in whole or in part, by the willful misconduct or negligent acts or omissions of StarVista or its employees, subcontractors, or agents, by acts for which they could be held strictly liable, or by the quality or character of their work. The foregoing obligation of StarVista shall not apply when (1) the injury, loss of life, damage to property, or violation of law arises wholly from the gross negligence or willful misconduct of CUSD or its officers, employees, agents, or volunteers and (2) the actions of StarVista or its employees, subcontractor, or agents have contributed in no part to the injury, loss of life, damage to property, or violation of law. It is understood that the duty of StarVista to indemnify and hold harmless includes the duty to defend as set forth in Section 2778 of the California Civil Code. Acceptance by CUSD insurance certificates and endorsements required under this Agreement does not relieve StarVista from liability under this indemnification and hold harmless clause. This indemnification and hold harmless clause shall apply to any damages or claims for damages whether or not such insurance policies shall have been determined to apply. By execution of this Agreement, StarVista acknowledges and agrees to the provisions of this Section and that it is a material element of consideration.

D. Terms of Agreement

This Agreement shall be effective on July 1, 2024 through June 30, 2025, unless Agreement is terminated at an earlier date pursuant to the terms within this Agreement.

E. Termination of Agreement

If either party desires to terminate this agreement, the other party must be informed of this request with at least thirty (30) days written notice.

F. Waiver

No failure on the part of either party to exercise any right or remedy hereunder shall operate as a waiver of any other right or remedy that party may have hereunder, nor does waiver of a breach or default under this Agreement constitute a continuing waiver of a subsequent breach of the same or any other provision of this Agreement.

G. Governing Law

This Agreement, regardless of where executed, shall be governed by and construed to the laws of the State of California. Venue for any action regarding this Agreement shall be in the Superior Court of the County of San Mateo.

H. Amendment

No modification, waiver, mutual termination, or amendment of this Agreement is effective unless made in writing and signed by both StarVista and CUSD.

I. Entire Agreement

This Agreement constitutes the complete and exclusive statement of the Agreement between StarVista and CUSD. No terms, conditions, understandings or agreements purporting to modify or vary this Agreement, unless hereafter made in writing and signed by the party to be bound, shall be binding on all parties

IN WITNESS WHEREOF, StarVista and CUSD have executed this Agreement as of the date indicated on page one (1).

StarVista

By Sara Mitchell,
Chief Executive Officer

Signature _____

Date _____

Cabrillo Unified School District

By Bianca Forrester

Signature _____

Date 07/09/2024

Coversheet

Gateway Community School Agreement for 2024-25 School Year

Section: III. Consent Agenda
Item: H. Gateway Community School Agreement for 2024-25 School Year
Purpose: Vote
Submitted by: James Barnes
Related Material: Gateway_Community_School_Agreement 2024-25.pdf

BACKGROUND:

San Mateo County Office of Education operates a Community School program located at 35 Tower Road, San Mateo, CA, 94402-4035. Student spots are purchased for the year. CUSD is assigned one spot.

The SMCOE Gateway Community School serves 9th-12th grade students. This program provides a comprehensive UC “a-g” approved high school education for suspended or expelled students. Students are supported by highly qualified teachers. Staffing includes para-professionals, counselors, campus supervisors, and administrators.

The program continues to focus on the whole child through the implementation of restorative justice practices and social-emotional learning. Restorative justice practices there incorporate a model that assists students in reducing harmful behaviors, repairing harm to help restore relationships, and understanding how to resolve conflicts.

The district of residence shall report Average Daily Attendance to the California Department of Education. SMCOE will provide monthly attendance reports, credit recovery, and discipline reports to all districts participating in the Gateway Community School program for said districts’ respective students.

RECOMMENDATION:

Approve as submitted.

Prepared by Suzanne Pendergast.

Agreement Between the San Mateo County Office of Education and Cabrillo Unified School District

This Agreement is entered into this 1st day of August 2024, by and between the San Mateo County Office of Education, hereinafter referred to as "SMCOE," and Cabrillo Unified School District, hereinafter referred to as "CUSD."

* * *

Whereas, it is necessary and desirable that SMCOE perform work/services for CUSD for the purpose of providing community school services.

Now, therefore, it is agreed by the parties to this Agreement as follows:

1. Exhibits and Attachments

The following exhibits and attachments are attached to this Agreement and incorporated into this Agreement by this reference:

Exhibit A—Services
Exhibit B—Payments and Rates

2. Services to be performed by SMCOE

In consideration of the payments set forth in this Agreement and in Exhibit B, SMCOE shall perform services for CUSD in accordance with the terms, conditions, and specifications set forth in this Agreement and in Exhibit A.

3. Payments

In consideration of the services provided by SMCOE in accordance with the terms, conditions, and specifications set forth in this Agreement and in Exhibit A, CUSD shall make payment to SMCOE based on the rates and in the manner specified in Exhibit B. In no event shall CUSD's total fiscal obligation under this Agreement exceed $54,894.

4. Term

The term of this Agreement shall be from August 1, 2024 through June 30, 2025.

5. Termination

This Agreement may be terminated by SMCOE, by the SMCOE's Deputy Superintendent of Business Services or his/her designee, or by CUSD at any time without a requirement of good cause upon thirty (30) days' advance written notice to the other party. In the event of termination, SMCOE shall be entitled to keep payment for the one (1) student spot provided to CUSD.

6. Relationship of Parties

It is expressly understood that this is an agreement between two independent contractors and that no agency, employee, partnership, joint venture or other relationship is established by this Agreement. The intent by both SMCOE and CUSD is to create an independent contractor relationship.

7. Hold Harmless

Each party shall defend, indemnify, and hold the other party, its officers, agents, subcontractors, and employees harmless from and against any and all liability, loss, expense, attorneys' fees or claims for injury or damages arising out of the performance of this agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying party, its officers, agents, subcontractors, or employees.

8. Insurance

a. General Requirements

CUSD shall advise SMCOE of any insurance coverage requirements, and SMCOE shall provide evidence of appropriate coverage to CUSD upon request.

b. Workers' Compensation and Employer's Liability Insurance

Each party to this Agreement shall have in effect during the entire term of this Agreement workers' compensation and employer's liability insurance providing full statutory coverage. In signing this Agreement, each party certifies, as required by Section 1861 of the California Labor Code, that (a) it is aware of the provisions of Section 3700 of the California Labor Code, which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of the Labor Code, and (b) it will comply with such provisions before commencing the performance of work under this Agreement.

c. Liability Insurance

SMCOE shall be self-insured during the term of this Agreement under such bodily injury liability and property damage liability insurance as shall reasonably protect SMCOE and all of its employees/officers/agents while performing work covered by this Agreement from any and all claims for damages for bodily injury, including accidental death, as well as any and all claims for property damage which may arise from SMCOE's operations under this Agreement, whether such operations be by SMCOE, any subcontractor, anyone directly or indirectly employed by either of them, or an agent of either of them.

9. Retention of Records; Right to Monitor and Audit

Each party shall maintain all required records relating to services provided under this Agreement for three (3) years after CUSD makes final payment and all other pending matters are closed, and such records shall be subject to the examination and/or audit by the other party, a Federal grantor agency, and the State of California.

Each party agrees upon reasonable notice to provide to the other party, to any Federal or State department having monitoring or review authority, and/or to any of their respective audit agencies access to and the right to examine all records and documents necessary to determine compliance with relevant Federal, State, and local statutes, rules, and regulations, to determine compliance with this Agreement, and to evaluate the quality, appropriateness, and timeliness of services performed.

10. Merger Clause; Amendments

This Agreement, including the Exhibits and Attachments attached to this Agreement and incorporated by reference, constitutes the sole agreement of the parties to this Agreement and correctly states the rights, duties, and obligations of each party as of this document's date. In the event that any term, condition, provision, requirement, or specification set forth in the body of this Agreement conflicts with or is inconsistent with any term, condition, provision, requirement, or specification in any Exhibit and/or Attachment to this Agreement, the provisions of the body of the Agreement shall prevail. Any prior agreement, promises, negotiations, or representations between the parties not expressly stated in this document are not binding. All subsequent modifications or amendments shall be in writing and signed by the parties.

11. Controlling Law; Venue

The validity of this Agreement and of its terms, the rights and duties of the parties under this Agreement, the interpretation of this Agreement, the performance of this Agreement, and any other dispute of any nature arising out of this Agreement shall be governed by the laws of the State of California without regard to its choice of law or conflict of law rules. Any dispute arising out of this Agreement shall be venued either in the San Mateo County Superior Court or in the United States District Court for the Northern District of California.

12. Notices

Any notice, request, demand, or other communication required or permitted under this Agreement shall be deemed to be properly given when both: (1) transmitted via facsimile to the telephone number listed below or transmitted via email to the email address listed below; and (2) sent to the physical address listed below by either being deposited in the United States mail, postage prepaid, or deposited for overnight delivery, charges prepaid, with an established overnight courier that provides a tracking number showing confirmation of receipt.

In the case of SMCOE, to:

Name/Title:	Kevin J. Bultema / Deputy Superintendent Business Services
Address:	101 Twin Dolphin Drive, Redwood City CA 94065-1064
Telephone:	(650) 802-5300
Facsimile:	(650) 802-5528
Email:	kbultema@smcoe.org

In the case of CUSD, to:

Name/Title:	Jennifer Marsh, Deputy Superintendent Business Services
Address:	498 Kelly Avenue, Half Moon Bay CA 94019-6102
Telephone:	(650) 712-7100
Facsimile:	(650) 726-0279
Email:	marshj@cabrillo.k12.ca.us

THIS CONTRACT IS NOT VALID UNTIL SIGNED BY ALL PARTIES.

For CUSD:

_____ _____
Name (please print) Title

_____ _____
Signature Date

For SMCOE:

_____ _____
Kevin J. Bultema Date
Deputy Superintendent Business Services

Exhibit A

Description of Services to be performed by SMCOE:

SMCOE will operate a Community School program located at 35 Tower Road, San Mateo CA 94402-4035. This program is designed to serve twenty-four (24) student spots for the 2024-25 fiscal year. District agrees student spots are purchased for the entire year. Student spots are assigned as follows:

- 12 CUSD Union High School District
- 8 San Mateo Union High School District
- 3 Jefferson Union High School District
- 1 Cabrillo Unified School District

The Gateway Community School will serve 9^{th} – 12^{th} grade students. This program will provide comprehensive A-G high school education for suspended or expelled students. Students will be supported by highly qualified teachers. Staffing will include para-professionals, counselors, campus supervisors and administrators.

Along-side academics, the program will continue to focus on the whole child by continuing implementation of restorative justice practices and social emotional learning. Restorative justice practices will incorporate a model that assists in reducing harmful behaviors, repairing harm to restore relationships, and understanding how to resolve conflict. In addition, students will be work through five social emotional domains; self-awareness, self-management, social awareness, relationship skills, and responsible decision making, that will allow them to understand themselves and others.

District of residence shall report Average Daily Attendance (ADA) to the California Department of Education (CDE). SMCOE will provide monthly attendance reports, credit recovery reports and discipline reports to all districts participating in the Gateway Community School program for that district's respective students one week after the close of the monthly attendance.

SMCOE agrees to follow the Student Attendance Review Board (SARB) process for any student in the program who experiences excessive school absences and will notify the district immediately of such action.

SMCOE shall not be responsible for transportation services.

SMCOE provides all students breakfast and lunch per the California Universal Meals program in 2024-25.

Additionally, although the SMCOE makes every effort to accept all district students who are referred to the Gateway Community School program, given the nature of the small school environment, the SMCOE may determine a particular student's educational needs are beyond the scope of the school's ability to serve that child. The site administrator, in collaboration with the student's home district administrator, may deny a student's acceptance into the program.

Exhibit B

In consideration of the services provided by SMCOE described in Exhibit A and subject to the terms of the Agreement, CUSD shall pay SMCOE based on the following fee schedule and terms:

CUSD shall pay Fifty-Four Thousand Eight Hundred Ninety-Four dollars ($54,894) per student "spot". CUSD agrees to one (1) student spot for the 2024-25 fiscal year. CUSD agrees to pay the full cost of one (1) student spot at $54,894 for a total cost of $54,894. SMCOE will submit invoices to CUSD in the amount of $18,298 (1/3 of $54,894) in the months of September, December and April with payment due within thirty (30) days.

SMCOE agrees to refund amounts in excess of the total amount needed to operate the program. If total costs are less than the total revenues received, CUSD will be paid a refund from SMCOE on a per student spot basis.

Example:

Total cost of program is $100,000 less than total revenue collected for the Gateway Community School program. Based on twenty-four (24) student spots served during the year, SMCOE would refund $4,167 per student spot for a total refund to CUSD of $4,167 (1 student spot x $4,167).

Any refund, if determined and calculated, will be paid subsequent to the fiscal year end and will be paid to CUSD by no later than October 31st, 2025.

Coversheet

Certificated Personnel Report

Section: III. Consent Agenda
Item: I. Certificated Personnel Report
Purpose: Vote
Submitted by: Bianca Forrester

BACKGROUND:

Superintendent Lee-Alva's 100-day plan led to significant changes in the district's administrative structure. The Superintendent's listening campaign helped gather valuable feedback from staff and community stakeholders guiding the executive cabinet's decision to restructure. By eliminating the coordinator positions and redistributing responsibilities among three directors, the district was able to realize a significant savings of over two hundred and twenty thousand dollars ($220,000).

PROMOTION

- James Barnes, Director of Student Support Services, formerly Coordinator of Student Services, effective July 1, 2024.
- Israel Castillo, Director of Educational Support Services, formerly Coordinator of Categorical/Grants, Special Projects, Curriculum & Instruction, effective July 1, 2024.
- Bianca Forrester, Associate Superintendent of Human Resources and Student Services, formerly Director of Personnel and Pupil Services, effective July 1, 2024.
- Drew Gamet, Director of Alternative Programs, formerly Adult Education Director, effective July 1, 2024.

RESIGNATION

- Lithsamay Dunaway, Assistant Principal, Cunha Intermediate School, effective June 30, 2024.
- Abigail Foster, Immersion Teacher, Hatch Elementary School, effective June 7, 2024.
- Madeline Hagarty, Substitute, effective June 7, 2024.
- Luisa Hernandez Capera, Immersion Teacher Hatch Elementary School, effective June 7, 2024.
- Martha Ladd, Director of Educational Support Services, effective June 28, 2024.
- Ramon Macias, Immersion Teacher, Hatch Elementary School, effective June 7, 2024.
- Sean McPhetridge, Superintendent, effective July 15, 2024.
- Michael Peyton, Teacher, Hatch Elementary School, effective June 7, 2024.
- Kristi Stadelmayer, Teacher, Hatch Elementary School, effective June 7, 2024.
- Thomas Walrod, English Teacher, Half Moon Bay High School, effective June 7, 2024.

OFFER OF PROBATIONARY EMPLOYMENT

- Tyler Heaslet, Ed Specialist, Mild/Mod, Half Moon Bay High School, effective August 12, 2024.
- Debra McGibbon, TK Teacher, Farallone View Elementary School, effective August 12, 2024.
- Allie Michelottie, Counselor/Teacher, Half Moon Bay High School, effective August 12, 2024.

- Ignacio Palma, Spanish Teacher, Half Moon Bay High School, effective August 12, 2024.
- Vicente Patino, Math Teacher, Half Moon Bay High School, effective August 12, 2024.
- Kayla Picard, TK Teacher, Hatch Elementary School, effective August 12, 2024.
- Zephyr (Devon) Quirk, School Counselor, Half Moon Bay High School, effective August 12, 2024.
- Brianna (Paige) Richards, Assistant Principal, Hatch Elementary School, effective August 1, 2024.
- Sierra Silvas, School Pyschologist, Hatch Elementary School, effective August 2, 2024.
- Alison Sorensen, Elementary Teacher, El Granada Elementary School, effective August 12, 2024.
- Hillary Tighe, Elementary Teacher, Hatch Elementary School, effective August 12, 2024.
- Sheryl Wilson, Elementary Teacher, El Granada Elementary School, effective August 12, 2024.
- Marcelline Springer, Math Teacher, Cunha Intermediate School, effective August 12, 2024.

CHANGE IN ASSIGNMENT

- Yajaira Dehnad, Reading Literacy Intervention Teacher, Hatch Elementary School, formerly Immersion Teacher, Hatch Elementary School, effective August 12, 2024.

RETIREMENT

- Sharon DeMeo, Elementary Teacher, El Granada Elementary School, effective June 7, 2024.
- Kathleen Roper, Reading Intervention Teacher, Hatch Elementary School, effective June 7, 2024.

The financial impact is included in the budget.

RECOMMENDATION:

Approve as submitted.

Prepared by Bianca Forrester and Jackie Sullivan.

Coversheet

Classified Personnel Report

Section: III. Consent Agenda
Item: J. Classified Personnel Report
Purpose: Vote
Submitted by: Bianca Forrester

BACKGROUND:

RESIGNATION

- Delman Meda Ochoa, Expanded Learning Professional, effective July 23, 2024.

OFFER OF EMPLOYMENT

- Ana Martinez-Gomez, Account Technician II, effective July 15, 2024.
- Erick Perez-Guevara, Administrative Assistant III, Half Moon Bay High School, effective July 29, 2024.
- Elizabeth Veach, Behavior Intervention Coordinator, Cabrillo Unified (all school sites), effective August 5, 2024.

RETIREMENT

- Mary Flint, Substitute, effective May 30, 2024.
- Jesus Contreras, Deputy Superintendent of Business Services, effective July 31, 2024.

The financial impact is included in the budget.

RECOMMENDATION:

Approve as submitted.

Prepared by Jackie Sullivan.

Coversheet

Stanford University Agreement for Teacher Candidates

Section: III. Consent Agenda
Item: K. Stanford University Agreement for Teacher Candidates
Purpose: Vote
Submitted by: Bianca Forrester
Related Material: Stanford_Agreement_2024-26.pdf

BACKGROUND:

The district will enter into and maintain a student-teacher agreement with Stanford University in order to participate in the Stanford Graduate School of Education student teaching program.

The student teacher shall be enrolled in training curricula practices under the supervision and instruction of district employees who hold valid credentials issued by the California Commission on Teacher Credentialing (CTC).

There is no financial impact on the district for this agreement.

RECOMMENDATION:

Approve as submitted.

Prepared by Bianca Forrester.

Agreement for Cooperation for Professional Preparation of Teacher Candidates for the 2024-2026 Academic Years

THIS AGREEMENT ("Agreement") is entered into by and between CABRILLO UNIFIED SCHOOL DISTRICT and the Board of Trustees of Leland Stanford Junior University ("Stanford"), and is effective as of 8/1/2024 ("Effective Date").

The undersigned parties agree to the following:

SECTION 1. DEFINITIONS

Teacher Candidate: a matriculated student in the Stanford Teacher Education Program ("STEP") pursuing a California Preliminary Multiple Subject Teaching Credential and/or Single Subject Teaching Credential with English Learner Authorization (ELA) and an MA in Education.

Cooperating Teacher: a credentialed, experienced faculty member at a high school, middle school, or elementary school who is legally responsible for the class(es) assigned to the Teacher Candidate.

University Supervisor: a veteran, credentialed teacher or doctoral candidate employed by Stanford to provide direct classroom support to Teacher Candidates and Cooperating Teachers.

STEP Administration: the Stanford faculty and staff responsible for the administration of STEP.

Site Administration: the administration at an individual school site within the School that enters into this agreement with STEP.

Graduated Responsibility: the gradual assumption of responsibility for classroom instruction by the Teacher Candidate under the direct and continuing supervision of the regularly assigned Cooperating Teacher and University Supervisor, as further defined in the Teacher Candidate Contract between the Teacher Candidate, the School and the Cooperating Teacher.

Independent Student Teaching: the portion of the student teaching placement where the Cooperating Teacher may leave the Teacher Candidate alone in the classroom while still consulting about planning on a regular basis. This may not begin until the completion of all state requirements has been verified by the STEP Administration and the Teacher Candidate is deemed ready by the Cooperating Teacher, University Supervisor and STEP Administration ("**Independent Student Teaching Status**").

SECTION 2. STEP ADMINISTRATION DUTIES

STEP Administration will:

- work collaboratively with the Human Resources Department in the assignment of Teacher Candidates.
- guarantee that Teacher Candidates have met California Commission for Teacher Credentialing (CCTC) subjec matter competence and obtained a valid substitute teaching permit that is registered with School's Human Resources department prior to commencing Independent Student Teaching.
- undertake to have Teacher Candidates remain in their student teaching assignment/s until the end of the requisite public school year unless removed for good cause by the School or STEP.
- confer regularly with School and Site Administration and Cooperating Teachers through meetings, telephon calls, and/or e-mail.

- immediately notify appropriate School and Site Administration if STEP Administration has knowledge of or suspects any professional or ethical violations by a Teacher Candidate in the School.
- guarantee that Teacher Candidates and University Supervisors have appropriate TB and fingerprinting clearance, following district requirements.
- undertake to have Teacher Candidates establish and maintain adequate public liability and property damage insurance and inform them of their lack of coverage for Worker's Compensation Insurance.
- instruct Teacher Candidates in state laws regarding child abuse reporting, sexual harassment and professional conduct.

SECTION 3. UNIVERSITY SUPERVISOR DUTIES

STEP Administration will undertake to ensure that University Supervisors will:

- conduct systematic and regular observations of Teacher Candidates' performances in the School's classrooms.
- confer regularly with Cooperating Teachers and with the Site Administration through meetings, telephone calls, and/or e-mail.

SECTION 4. TEACHER CANDIDATE DUTIES

STEP Administration will undertake to ensure that Teacher Candidates will:

- attend school placements for 20 hours a week based on the Cooperating Teacher's schedule unless given prior written approval by the STEP Director of Clinical Work.
- co-plan with Cooperating Teachers throughout the academic year.
- co-teach with Cooperating Teachers throughout the academic year based on individually developed induction plans which emphasize gradual assumption of responsibility.
- participate in department meetings and faculty meetings when possible.
- attend Back to School Nights and Open Houses.

SECTION 5. SCHOOL DUTIES

The School will:

- provide supervised teaching and other clinical/professional experiences for Teacher Candidates through student teaching in schools and classes within the School's high schools and middle schools, in each case under the supervision of a Cooperating Teacher.
- provide each Teacher Candidate with a certified, experienced teacher as a Cooperating Teacher and provide documentation of appropriate credentialing as needed.
- immediately notify the Director or STEP Director of Clinical Work if the Administration has knowledge of or suspects any professional or ethical violations by a Teacher Candidate.
- request that a Teacher Candidate act as a substitute teacher only for that Teacher Candidate's supervising Cooperating Teacher and will not make Teacher Candidates part of the general substitute pool.
- instruct Teacher Candidates in School policies regarding child abuse reporting, sexual harassment and professional conduct.

SECTION 6. TERM

This Agreement shall be effective for the 2024-2026 academic calendars in the School, through June 30, 2026.

SECTION 7. UNDERTAKINGS BY STANFORD

Stanford's and the STEP Administration's sole responsibility for any term of this Agreement that states that the STEP Administration will "undertake" to cause a Teacher Candidate or University Supervisor to comply with a term of this Agreement will be to follow the STEP Administration's standard internal procedures to cause that Teacher Candidate or University Supervisor to comply with that term of this Agreement.

SECTION 8. STATUS OF TEACHER CANDIDATES

The Teacher Candidates are not employees, agents or independent contractors of Stanford, and Stanford will not be held liable for any act or failure to act by a Teacher Candidate.

SECTION 9. INDEMNIFICATION

To the fullest extent permitted by law, School shall indemnify, defend, and hold harmless Stanford and its directors, officers, attorneys, officials, employees and agents ("Stanford Indemnities") from and against any and all claims, demands, judgments, losses, costs, damages, injuries, expenses and liabilities of every kind, nature and description (collectively, "Claims") that arise out of or relate to, directly or indirectly, in whole or in part, this Agreement or any error, omission or act of School or any employee, consultant, agent, director or officer of School or any employee or person otherwise working or volunteering at the School, including without limitation the performance or non-performance of the terms of this Agreement (except to the extent such Claim is solely the result of the gross negligence or willful misconduct of a Stanford Indemnity). This Section 9 shall survive the termination of this Agreement.

To the fullest extent permitted by law, Stanford shall indemnify, defend, and hold harmless Cabrillo Unified School District (CUSD) and its directors, officers, attorneys, officials, employees and agents ("CUSD Indemnities from and against any and all claims, demands, judgments, losses, costs, damages, injuries, expenses and liabilities of every kind, nature and description (collectively, "Claims") that arise out of or relate to, directly or indirectly, in whole or in part, this Agreement or any error, omission or act of Stanford or any employee, consultant, agent, director or officer of Stanford or any employee or person otherwise working or volunteering at Stanford, including without limitation the performance or non-performance of the terms of this Agreement (except to the extent such Claim is solely the result of the gross negligence or willful misconduct of a Stanford Indemnity). This Section 9 shall survive the termination of this Agreement.

SECTION 10. MISCELLANEOUS

The parties to this Agreement are independent contractors. Nothing contained in this Agreement shall b deemed or construed to create a joint venture, partnership, principal-agent or employment relationshi between the parties and neither party shall have the authority to bind the other party for any purpose.

This Agreement and the rights and obligations of the parties shall be governed and construed by the substantive laws of the State of California as applied to contracts that are executed and performed entirely in California.

This Agreement, including its Exhibit, supersede all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in writing executed by both parties.

If a court of competent jurisdiction holds any provision of this Agreement, or its application, invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.

No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.

This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.

Executed by the undersigned authorized individuals on behalf of the parties effective as of the date first written above.

CABRILLO UNIFIED SCHOOL DISTRICT

By _____

Print Name Bianca Dibartolo-Forrester

Title Director Pupil and Personnel Services

BOARD OF TRUSTEES OF LELAND STANFORD JUNIOR UNIVERSITY

By _____

Print Name Geoffrey M. Cox, Ph.D.

Title Senior Associate Dean, Stanford Graduate School of Education

EXHIBIT A

FORM OF TEACHER CANDIDATE CONTRACT
STANFORD TEACHER EDUCATION PROGRAM

Educators learn by studying, doing and reflecting, by collaborating with other professionals, by looking closely a pupils and their work, and by sharing what they see. The development of theoretically sound professional practice cannot occur either in college classrooms separated from engagement in practice or in school classrooms separated from knowledge and theories that result from rigorous scholarship. Professional learning In both schools of education and P-12 schools should provide opportunities for research and inquiry, for trying and testing, and for talking about and evaluating the results of learning and teaching. The intersection of theor and practice occurs most productively when questions arise in the context of real work-in-progress, in schools and with pupils, informed by research and disciplined inquiry. The cooperating teacher and university supervisor provide direct support for the candidate as he/she works simultaneously in the two contexts.

This document describes the responsibilities of the **teacher candidate**, the **cooperating teacher**, and the **university supervisor** as they work in the clinical setting. The three work together to support the candidate's growth as a novice teacher. Each teacher candidate teaches under the direct and continuing classroom supervision of an assigned cooperating teacher who is a credentialed, experienced member of the school faculty and is legally responsible for the class(es) assigned to the teacher candidate. The university supervisor is also an experienced, credentialed teacher who helps to bridge the teacher candidate's classroom experience with STEP coursework. All three parties sign this agreement.

The teacher candidate co-teaches with the cooperating teacher in two different periods **(primary and secondary)**. Initially, the cooperating teacher assumes primary responsibility for both classes and the teacher candidate remains in a supportive role. **During independent student teaching, the teacher candidate takes responsibility for the primary course.** The teacher candidate and cooperating teacher co-teach **the secondary course** until the end of the year, with the cooperating teacher taking primary responsibility.

The **California Standards for the Teaching Profession (CSTPs) and Teaching Performance Expectations (TPEs)** provide a framework for assessing and documenting the teacher candidate's progress throughout the program. These standards inform the formal observations conducted by the university supervisor and the quarterly assessments completed by the cooperating teacher and university supervisor.

Graduated Responsibility

The structure of the STEP student teaching experience relies on the concept of **graduated responsibility.** In addition to observing instruction, the teacher candidates play an active role early In the placement, supporting individual students and small groups and implementing small learning segments with the support of the supervisor and cooperating teacher. Over time candidates extend their responsibility for planning, instruction, and assessment in the placement, taking ownership of learning segments that increase in length and complexity. Graduated responsibllity ensures that guidance from experienced teachers shapes each candidate's development, and it also allows the cooperating teacher and supervisor to share and refine their own practice. This structure encourages candidates to merge theory and practice in authentic ways.

Graduated responsibility eventually culminates in a sustained period of **independent student teaching,** which begins in the winter. This timing allows for the candidate to complete sufficient time and experience as an independent teacher to provide evidence for recommendation for the teaching credential. This process is personalized so that candidates, university supervisors, and cooperating teachers agree on a timeline that makes sense for each candidate based on his or her strengths and abilities as a developing teacher. The following documents support graduated responsibility:

- **Building Relationships Between Teacher Candidate and Cooperating Teacher**
- **STEP Integration Plans (Fall, Winter/Spring)**
- **Graduated Responsibility in STEP**
- **Independent Student Teaching in STEP**

The Joint Work of the Cooperating Teacher and Teacher Candidate:

Together the cooperating teacher and the candidate move through all phases of the **teaching cycle**: planning, instructing, assessing, and reflecting. Throughout the year the two explore and practice the different strategies that can be utilized within each phase. The following are suggestions for ways the cooperating teacher can support the growth in each phase:

Planning:

- Articulate the intended educational goals and expected outcomes for the course.
- Discuss rationale for the focus and sequencing of the course.
- Co-plan lessons, units, curriculum, and assessments with teacher candidate throughout the academic year.
- Explore strategies to diagnose and address specific student needs.

Instructing:

- Co-teach with teacher candidate according to the teacher candidate's readiness.
- Model a variety of teaching strategies for the teacher candidate.
- Provide opportunities for the teacher candidate to practice different teaching strategies to address students' interests and needs.
- Demonstrate how to manage everyday tasks such as taking role, giving directions, and dealing with paperwork.

Assessing:

- Discuss and model different assessment techniques (e.g., objective tests, performance assessments, peer review, self-assessment, journals, portfolio, etc).
- Examine student work to identify to what extent the learners reached the educational goals and to guide future planning.

Reflecting:

- Co-reflect about daily lessons and encourage the teacher candidate to reflect on the effectiveness of th teaching technique(s) for the learners.
- **Provide multiple opportunities to self-assess teaching**
- **Make thinking visible and share thoughts about the outcome of a lesson.**
- **Emphasize the teacher candidate's strengths and give constructive, specific feedback about areas for improvement.**
- **Discuss strategies and help set goals for the teacher candidate to address specific areas for improvement.**

Graduated responsibility allows for candidates to develop at different rates throughout the year and within eacl phase of the teaching cycle. For example, a teacher candidate may be comfortable at utilizing different instructional strategies but still need considerable support in developing assessments. By mentoring the teacher candidate in the ways described above, the cooperating teacher will support the teacher candidate's move into the primary teaching role for the **primary course.** As the candidate takes on more responsibility in th class, the cooperating teacher plays a more supportive role. The two continue to plan and debrief on a regular basis. By winter, the teacher candidate should already have experienced significant responsibility for multiple components of the curriculum.

The cooperating teacher, the university supervisor, STEP's director of clinical work, and director determine the appropriate time for the candidate to begin **independent student teaching** in the primary course. Independen student teaching begins well before the final eight weeks of the school year. Although the candidate assumes responsibility for the classroom during independent student teaching and may be left in charge of the classroom, the cooperating teacher remains the "teacher of record" throughout the academic year. For more information, see "Independent Student Teaching in STEP."

Responsibilities of the Cooperating Teacher

- Meet with teacher candidate and university supervisor **(three-way meeting)** at the beginning of the placement and at the end of each quarter
- Review the STEP handbook
- Observe the candidate's teaching to collect evidence for quarterly assessment (use suggested observation tools found in the STEP handbook). Make your thinking visible before, during, and after class.
- Maintain proactive, ongoing communication with the supervisor about the candidate's progress. The supervisor and cooperating teacher together monitor the candidate's graduated responsibility trajectory. Should concerns arise, the supervisor should be notified immediately to determine how best to support the candidate. If necessary, the STEP Director of Clinical Work may provide additional guidance.
- Complete three quarterly assessments and upload them to Tk20 (http://step.tk20.com) by the communicated due date. The fall QA will be due in December, winter QA will be due in March, and the spring QA will be due in May. **(Note:** The teacher candidate will not receive a grade for Seminar until each quarter report is received, and all reports for the year must be received before he or she can graduate.)
- Discuss the content of the quarterly assessment with the teacher candidate and set future learning goals.

Responsibilities of the Teacher Candidate

The teacher candidate maintains a professional presence while at the school site, communicating and relatin with colleagues, students, and families.

- Be present and at the school site for about 20 hours per week for the full academic year; be prepared to fulfill his or her obligations In the teaching assignments.
- Maintain prompt and regular attendance and conscientious out-of-class preparation for teaching responsibilities
- Maintain up to date records of curricular plans; abide by school policies; meet administrative due dates;
- Visit and observe other classrooms on a regular basis as detailed in the integration plan.
- Email absences for any reason to the cooperating teacher, university supervisor, director of clinical work, and director
- Request absences for special circumstances in writing from the cooperating teacher, director of clinical work, and director

Videotaping: **As part of the teacher candidates' work for Stanford University they are required to videotape their teaching. The videotapes are kept by the student and by Stanford University and may be shared with other teacher educators and other teacher candidates to help them analyze and improve their teaching. Neither the students' names nor the name of the school will be used in any reports or presentations of the video. A form will be sent to each parent for them to indicate if they are willing to have their child appear in the video. Any videotaping must be completed in alignment with School policies.**

Substitute Teaching: STEP teacher candidates may serve as substitute teachers for their cooperating teachers only, but not until the university supervisor has completed one formal observation, and the cooperating teache university supervisor, and STEP director of clinical work have given their written approval. Under certain non-routine circumstances, teacher candidates who have completed all of their subject matter competence requirements and have attained daily independent teaching status may be allowed to accept a paid long-term substitute teaching position if the position offers specific supports required by STEP and if the advisory team determines that the teacher candidate is prepared to meet students' needs adequately. The position will be discussed with the cooperating teacher(s), university supervisor, school administration, and STEP teacher candidate before a final decision is reached. Final approval is given by STEP.

Extracurricular Activities: The teacher candidate should not receive assignments to extracurricular activities from the school. If the schedule permits, the STEP teacher candidate will attend a minimum of one department meeting and one faculty meeting per semester, parent-teacher conferences, and back-to-school events. STEP encourages teacher candidates to voluntarily participate in school activities if time permits. However, STEP teacher candidates should not be required to attend meetings that conflict with classes at Stanford.

Responsibilities of the University Supervisor

The university supervisor plays a vital role as a bridge between the university and clinical context, a mentor, anc an evaluator of the candidate's progress. As they pertain to the field placement, the supervisor's responsibilitie are to:

- Facilitate three-way meetings at the beginning of the placement and at the end of the quarter to discus quarterly assessment and set goals
- Using the integration plan as a framework, communicate with the cooperating teacher and teacher candidate about how the principles of graduated responsibility are being enacted in the placement.
- Conduct at least nine formal observations during the academic year (one per quarter is videotaped)
- Complete quarterly assessment each quarter
- Facilitate information stream between Stanford and the cooperating teacher regarding candidate's progress and needs.
- Recommend candidate for credential (spring)
- Report any concerns to STEP's director of clinical work immediately

If you need to be in contact with STEP regarding any of the above or STEP Teacher candidate concerns, please email Ruth Ann Costanzo, Director of Clinical Work at rcostanzo@stanford.edu.

Coversheet

University of San Francisco MOU for Intern Credential Candidates

Section: III. Consent Agenda
Item: L. University of San Francisco MOU for Intern Credential Candidates
Purpose: Vote
Submitted by: Bianca Forrester
Related Material: USF_MOU_2024-29.pdf

BACKGROUND:

As a result of the educator shortage in California, the Cabrillo Unified School District has entered into a partnership with the University of San Francisco Graduate School of Education (USF GSE). Under this agreement, the USF GSE will provide Cabrillo Unified School District intern credential candidates for general and special education teaching positions, counseling positions, and administrator positions. The District may interview, select, and hire candidates from the USF GSE pool of applicants in an effort to ensure that all certificated positions remain fully staffed.

In accordance with California Commission on Teacher Credentialing (CTC) requirements, intern candidates hired by the District shall be supervised by District employees who hold valid credentials issued by the CTC.

The fiscal impact is included in the budget.

RECOMMENDATION:

Approve as submitted.

Prepared by Bianca Forrester.

UNIVERSITY OF SAN FRANCISCO SCHOOL OF EDUCATION
MEMORANDUM OF UNDERSTANDING AND AGREEMENT
TO PROVIDE EDUCATION SPECIALISTS, COUNSELING, TEACHING AND ADMINISTRATIVE INTERNS

This Memorandum of Understanding and Agreement to Provide Education Specialists, Counseling and Teaching Interns ("Agreement"), is entered into this 8th day of August 2024 by and between the University of San Francisco ("University") and Cabrillo Unified School District("District").

RECITALS

WHEREAS, pursuant to the provisions of the Education Code of the State of California, the governing board of any school district is authorized to enter into agreements with any institution approved by the Commission on Teacher Credentialing as a teacher and counselor education institution to provide teaching or counseling experience to students enrolled in the teacher or counselor training curricula of such institutions; and

WHEREAS, University is approved by the Commission on Teacher Credentialing as a teacher and counselor education institution; and

WHEREAS, any such agreement may provide for the payment in money or in services for the services rendered by the school district in any amount not to exceed the actual cost to the school district of the services rendered; and

WHEREAS, it has been determined between the parties hereto that the value of the services to be rendered to District under this Agreement does not exceed the actual cost to District of the services rendered by District.

TERMS

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this Agreement, University and District agree as follows:

I. DISTRICT RESPONSIBILITIES

A. Education Specialists - District shall provide experience for education specialists in the schools or classes of District, not to exceed **30** students from University possessing valid certificates of clearance and assigned by University to teach in the schools and classes of District. Such teaching shall be provided in such schools or classes of District, and under the direct supervision, evaluation, and instruction of such employees of District, as District and University, though their duly authorized representatives may agree upon. Supervision evaluation includes a 3-way evaluation at the end of each semester of the placement in the District. This evaluation includes the District administrator, University supervisor, and teacher candidate. Because the University's program is a continuous on-the-job credential pathway, District shall provide a Support Provider ("DSP") for each teacher candidate during the two academic years of placement.

District shall employ University teacher candidates placed in District in full-time paid positions as mild/moderate education specialists during the term of their employment. It is expressly understood and agreed that, during the term of such employment, said interns shall be employees of District and District shall be solely responsible for said candidates' withholding, workers'

compensation, unemployment compensation, and any other employee benefits, statutory or otherwise.

B. School Counselors - District shall employ University interns placed in District in full-time paid positions as school counselors during the term of their internships. It is expressly understood and agreed that, during the term of such employment, said interns shall be employees of District and District shall be solely responsible for said interns' tax withholding, workers' compensation, unemployment compensation, and any other employee benefits, statutory or otherwise.

"Counseling" as used in this Agreement means active participation in the duties and functions of school counseling under the supervision and instruction of employees of District holding valid Pupil Personnel Services credentials issued by the State Board of Education and/or the Commission on Teacher Credentialing, other than emergency or provisional credentials, authorizing them to serve as school counselors in the schools and classes of District.

C. General Education - District shall employ University interns placed in District in full-time paid positions as classroom teachers during the term of their internships. It is expressly understood and agreed that, during the term of such employment, said interns shall be employees of District and District shall be solely responsible for said interns' tax withholding, workers' compensation, unemployment compensation, and any other employee benefits, statutory or otherwise.

"Teaching" as used herein and elsewhere in this Agreement means active participation in the duties and functions of classroom teaching under the supervision and instruction of employees of District holding valid teaching credentials issued by the State Board of Education and/or the Commission on Teacher Credentialing, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools and classes of District.

D. District at its sole discretion, may refuse to accept for supervised education specialists, counseling or teaching internships, any student of University assigned to teach or counsel in District, and upon request of District, University shall terminate the assignment of any student of University to teach or counsel in District.

E. District shall require University students assigned to the District pursuant to this contract to comply with Education Code Section 45125.1, to a background check, paper screening, and Livescan clearance from the Department of Justice and Federal Bureau of Investigation.

District shall require University students assigned to the District pursuant to this contract to comply with Education Code Section 49406 to University students to provide evidence of a negative tuberculosis test performed within 60 days of their start date.

F. The assignment of a University student to teach or counsel in District shall be deemed effective for the purpose of this Agreement as of the date the student presents the assignment letter to the District, and the University student is accepted by the assigned district site administrator.

G. Based on the adopted Intern and Supervision pre-service requirements for English Learner content, District shall comply with the regulations and policies pertaining to supervision and support as outlined in the attached addendum. (See Appendix A)

II. UNIVERSITY RESPONSIBILITIES

A. The assignment of a University student to teach or counsel in the schools or classes of District shall be at the discretion of University and shall be for a maximum period of two academic years. University may give students more than one assignment to work in such schools or classes.

B. University agrees that University students working as education specialists or counseling or teaching interns within District may not displace certificated District employees. University acknowledges that District hiring policies must comply with local teacher union contracts.

C. No intern salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person.

D. Before assigning students to the District, the University shall instruct such students on applicable state and federal law relating to unlawful discrimination, sexual harassment, and mandated reporting of child abuse.

E. Based on the adopted Intern and Supervision pre-service requirements for English Learner content, University shall comply with the regulations and policies pertaining to supervision and support as outlined in the attached addendum. (See Appendix A)

I. COMPENSATION

A. University shall pay District's Educational Specialists for all services required to be performed by District under this Agreement, financial compensation for serving as District Support Providers at the rate of One Hundred Twenty-Five Dollars ($125.00) per student, during the official full-time student teaching portion of the program), within District, said payment to be distributed among the Support Provider(s) to whom students of University are assigned. University shall determine the number of semester units of credit for teaching to be provided for each student of University assigned to teach under this Agreement.

Within a reasonable time following the close of each semester of the University of San Francisco, the University shall submit and process an invoice, in duplicate, for payment, for all supervised teaching or support provided by the District under and in accordance with this agreement during said semester.

IV. INDEMNITY

District and University agree to protect, hold harmless, indemnify and defend each other (including their respective officers, officials, employees, students and volunteers) from any and all liability (including reasonable attorneys fees) resulting from injury to or death sustained by any person or damage to property of any kind, which is in any way connected with the performance of this Agreement, except that said hold harmless and indemnification shall not be applicable to liability arising from the sole negligence or the sole willful misconduct of District or University.

V. DISTRICT AND UNIVERSITY INSURANCE

University shall take out and maintain a "claims-made" policy of general liability and professional liability insurance (including personal injury with limits not less than One Million Dollars ($1,000,000) per loss and damage to property of others up to Five Thousand Dollars ($5,000) per incident), with extended reporting period of three (3) years, covering University interns, agents, representatives, employees, and subcontractors, and naming District as an additional named insured under such insurance policy or policies. Further, University agrees to maintain professional and comprehensive general liability insurance, with no exclusion for molestation or abuse, at a minimum of Five Million Dollars ($5,000,000) per occurrence and Twenty Million Dollars ($20,000,000) in aggregate throughout the course of this Agreement.

Further, University shall provide written notice that should any of the above-described policies be cancelled before the expiration thereof, notice will be delivered in accordance with policy provisions.

District also agrees to maintain statutory Workers' Compensation coverage on University interns and any individuals characterized as employees of District at all times during the course of this Agreement.

University shall provide certificates evidencing all coverage referred to in this Section within thirty (30) days of execution of this Agreement and thereafter, on an annual basis. If the coverage is on a claims-made basis, University hereby agrees that not less than thirty (30) days prior to the effective date of termination of University's current insurance coverage or termination of this Agreement, University shall either purchase three (3) year tail coverage per claim or provide proof of continuous coverage in the above stated amounts for all claims arising out of incidents occurring prior to termination of University's current coverage or prior to termination of this Agreement, as applicable, and provide District a certificate of insurance evidencing such coverage.

District shall be named as an additional insured or covered party on the liability coverages maintained by University set forth above, and such coverages shall be primary to any coverages maintained by District. Limits of liability for each type of liability coverage shall be at least One Million Dollars ($1,000,000) per claim per occurrence/ Two Million Dollars ($2,000,000) aggregate. Any umbrella or excess insurance shall contain or be endorsed to contain a provision that such coverage shall also apply on a primary and non-contributory basis for the benefit of District before District's own insurance or self-insurance shall be called upon to protect it as named insured.

VI. DISPUTES

In the event that a dispute arises between the parties with regard to the rights or duties created by this Agreement, or in the event of a breach of this Agreement by either party, the parties hereto agree to meet and confer in good faith in an effort to resolve the dispute or issue.

In the event the parties are unable to informally resolve the dispute within thirty (30) days after the dispute has arisen, the parties agree to decide whether to attempt to settle the dispute through arbitration or litigation. In order to send a dispute to arbitration, both parties must agree in writing that arbitration is their chosen method of resolving the dispute in question.

VII. GENERAL PROVISIONS

A. Term of Agreement. The term of this Agreement shall commence on the 8th day of August 2024 and shall terminate on the 30th day of June 2029.

B. Termination. This Agreement may be terminated by either party without cause upon thirty (30) days prior written notice; provided, however, that any such termination by District shall not be effective as to any student who at the date of mailing of the notice by District was receiving teaching or counseling experience within District until the student has completed his or her assignment, except at the election of University.

C. Entire Agreement; Modification. This Agreement contains all the terms between the parties and may be modified only in writing signed by both parties.

D. Applicable Law. The terms and conditions of this Agreement shall be interpreted in accordance with the laws of the State of California.

E. Severability. In the event any court of competent jurisdiction determines that any paragraph or subparagraph of this Agreement is invalid or unenforceable for any reason, all remaining paragraphs or subparagraphs shall remain in full force and effect.

F. Confidentiality. Maintain the confidentiality of pupil information. No University intern will have access to or have the right to receive any District pupil records, except to the extent necessary in the regular course of assisting in providing services to pupils as part of the internship program. The discussion, transmission, or narration in any form by University students of any individually identifiable pupil information, educational, medical, or otherwise, which is obtained in the course of the internship program is forbidden except as a necessary part of the practical internship experience. Otherwise, University students shall use de-identified information only (and not personally identifiable pupil information) in any discussions about the internship experience with University, its employees, agents, or others. District shall keep confidential any personal information it receives regarding any University student, intern or employee.

G. Notices. Any notice to either party hereunder must be in writing signed by the party giving notice, and shall be served either personally or by registered or certified mail addressed as follows:

To University:

Dean
USF School of Education
2130 Fulton Street
San Francisco, CA 94117

With a copy to:

General Counsel
University of San Francisco
101 Howard Street, Suite 200
San Francisco, CA 94105

To District:

Cabrillo Unified School District
Attn: Michael Cary
498 Kelly Ave.
Half Moon Bay, CA 94019

H. Non-Discrimination. The parties agree not to discriminate in employment, academic programs, or the provision of services on the basis of an individual's race, color, religion, religious creed, ancestry, national origin, age (except minors), sex/gender (including pregnancy), gender identity, gender expression, sexual orientation, marital status, medical condition, genetic information, military or veteran status, or mental or physical disability and otherwise as required by applicable law.

I. Status of the Parties. It is expressly understood and agreed that this Agreement is not intended, and shall not be construed, to create the relationship of agent, servant, employee, partnership, joint venture or association between University and District; rather it is an affiliation between independent contractors, these being University and District.

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties hereto, the day and year first above written.

University of San Francisco

By: _____
Rebecca Hong, Ed.D.

Vice Provost
Title

_____
Date

Cabrillo Unified School District

By: _____
Name (Signature)

_____
Name (Print)

_____
Title

_____
Date

Appendix A

Preservice Preparation and Support and Supervision Requirements for the Multiple Subject, Single Subject, and Education Specialist Internship Credentials

In April 2013, the Commission on Teacher Credentialing (CTC) revised program standards to strengthen preparation of teacher candidates to teach English Learners and the general support and supervision that must be provided to all interns (PSA 13-06). Fieldwork experience support and supervision will increase from approximately 6-8 hours to 20 hours per month. Candidates who enter the intern program with a current English Learner (EL) Authorization or have a passing score on the CTEL are not required to complete the additional preservice EL requirement. The following support activities will be tracked by the candidate and approved by the program sponsor:

District Level responsibilities:

- District mentors must be identified by the employer prior to an intern assuming daily teaching responsibilities who meets the Commission's minimum qualifications:
  a) hold a valid corresponding Clear or Life credential
  b) 3 years of successful teaching experience
  c) EL Authorization (for those responsible for providing EL support)
- District mentor support (Master Teacher equivalent) (6-8 hours)
- District/school sponsored professional learning community – provide release time for district meetings and professional development activities, as well as, time to observe other teachers in their classrooms (3-4 hours)

University level responsibilities:

- USF fieldwork supervisor and program staff visits (4-6 hours)
- Candidate fieldwork video analysis conducted by USF faculty (2 hours)
- Provide seminars and online modules that support intern's professional development (2 hours)

Joint University and District responsibility:

- English Learner (EL) support that will include but not limited to: coaching, planning, modeling, classroom assistance, curriculum, and effective teaching methodologies (4 hours)

University of San Francisco

By: _____
Rebecca Hong, Ed.D.

Vice Provost
Title

_____
Date

Cabrillo Unified School District

By: _____
Name (Signature)

_____
Name (Print)

_____
Title

_____
Date

Appendix B

Preservice Preparation and Support and Supervision Requirements for the Education Specialist Internship Credentials

In 2018, the Commission on Teacher Credentialing (CTC) outlined new guidelines in the CTC Education Specialist Program Standards and Teacher Performance Expectations (TPEs). These standards align with the California Standards for the Teaching Profession (CSTP), with the goal of improving teacher preparation experience of candidates. The following support activities will be tracked by the candidate and approved by the program sponsor:

District Level responsibilities:

- Sites selected should have a fully qualified mentor teacher/district support provider (DSP) with an appropriate like credential and a fully qualified site administrator.
- A DSP must be identified and assigned within the first two weeks of employment at the given district/site.
- The DSP holds a Clear Education Specialist Credential for which they are providing supervision and have a minimum of three years of Birth to age 22 teaching experience.
- The DSP must have demonstrated exemplary teaching practices as determined by the employer and the preparation program.
- Site administrator and DSP will have on-going correspondence with the USF assigned Fieldwork Supervisor.
- Site administrator will attend a 3-way evaluation meeting at the end of each semester with the candidate and USF Fieldwork Supervisor to discuss candidate performance related to the TPEs.
- DSP must provide a minimum of 5 hours/week of support and/or guidance. Support and guidance may include a variety of activities, including lesson-modeling; observation and coaching; co-planning and feedback on lesson planning; problem-solving regarding: instruction, classroom management, student access to curriculum, and other student-related issues; grade-level meetings, and email and phone conversations with a district-employed supervisor/DSP. Support and guidance can also be provided by grade level leads, department chairs and others appointed by administration.
- Interns need to have opportunities to participate in early field experience in experienced mentor classrooms in both general education and special education settings. Sites should plan to provide substitute coverage for candidates to complete some of the observations in person (approx. 20 hours each year).
- The teacher candidate may need support in sending and receiving signed consent from students and families, to video record teaching sessions for observational purposes, and to complete program requirements.

University level responsibilities:

- The program provides DSPs a minimum of 10 hours of professional development including initial orientation to the program curriculum, adult learning theory, and current content specific pedagogical and instructional practices, as well as effective supervision approaches such as cognitive coaching. DSPs must be able and willing to participate in the initial program orientation (2 hours) and additional professional development as needed. The DSP or district may submit appropriate documentation to waive 8 of the 10 required hours.

Joint University and District responsibility:

- The matching of the candidate and DSP must be a collaborative process between the school district and the program.

University of San Francisco

By: _____

Rebecca Hong, Ed.D.

Vice Provost

Title

_____

Date

Cabrillo Unified School District

By: _____

Name (Signature)

Bianca Forrester

Name (Print)

Director of Personnel and Pupil Services

Title

08/08/2024

Date

Coversheet

2024-25 Management/Unrepresented Salary Schedules Update

Section: III. Consent Agenda
Item: M. 2024-25 Management/Unrepresented Salary Schedules Update
Purpose: Vote
Submitted by: Bianca Forrester
Related Material: Management-Unrepresented_Salary Schedule_08.08.2024.pdf

BACKGROUND:

The Cabrillo Unified School District (CUSD) and the California School Employees Association, local Chapter 485 (CSEA) have reached a Tentative Agreement, and CSEA has ratified the agreement. The CUSD/CSEA Tentative Agreement and updated Classified Employee Salary Schedules reflecting the 4% increase are among the documents put forth for approval by the Governing Board at it's August 8, 2024 meeting.

In accordance with the Governing Board's directive to staff for salary increase(s) to be provided equally to Association members and District staff, the Unrepresented Salary Schedules have been updated and are hereby submitted for approval.

RECOMMENDATION:

Approve as submitted.

Prepared by Jackie Sullivan and Bianca Forrester.

CABRILLO UNIFIED SCHOOL DISTRICT

MANAGEMENT/UNREPRESENTED SALARY SCHEDULES

CERTIFICATED ADMINISTRATORS	WORK DAYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7
Dean of Students	207	$108,099	$110,261	$112,466	$114,715	$117,009	$119,350	$121,737
Elementary Assistant Principal	207	$108,099	$110,261	$112,466	$114,715	$117,009	$119,350	$121,737
Middle School Assistant Principal	210	$117,682	$120,036	$122,437	$124,885	$127,383	$129,931	$132,529
High School Assistant Principal	215	$135,782	$138,498	$141,268	$144,093	$146,975	$149,915	$152,913
Elementary Principal (enrollment of less than 300 students)	207	$128,324	$130,890	$133,508	$136,178	$138,902	$141,680	$144,513
Elementary Principal (enrollment of 300 or more students)	207	$140,649	$143,462	$146,331	$149,257	$152,243	$155,287	$158,393
Middle School Principal	210	$146,765	$149,700	$152,694	$155,748	$158,863	$162,040	$165,281
High School Principal	220	$158,010	$161,171	$164,394	$167,682	$171,035	$174,456	$177,945
Director: *Student Support Services *Alternative Programs *Educational Support Services	220	$159,702	$162,896	$166,154	$169,477	$172,867	$176,324	$179,851
Assistant/Associate/Deputy Superintendent	220	$161,170	$164,393	$167,681	$171,035	$174,455	$177,945	$181,503
Superintendent (The Superintendent's schedule does not reflect the 4% increase applied to other positions on this table. Step increases for the Superintendent are contingent upon a successful annual evaluation by the Board, as specified in the contract.)	242	$241,036	$245,857	$250,774	$255,789	$260,905	$266,123	$271,446

CLASSIFIED ADMINISTRATORS	WORK DAYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7
Behavior Intervention Specialist	200	$66,644	$67,977	$69,337	$70,723	$72,138	$73,581	$75,052
Behavior Intervention Coordinator	242	$115,839	$118,156	$120,519	$122,930	$125,388	$127,896	$130,454
Custodial Coordinator	242	$66,644	$67,977	$69,337	$70,723	$72,138	$73,581	$75,052
Early Childhood Education Supervisor	242	$75,134	$76,636	$78,169	$79,733	$81,327	$82,954	$84,613
Expanded Learning Supervisor	242	$75,134	$76,636	$78,169	$79,733	$81,327	$82,954	$84,613
Classified Coordinator: *Fiscal *Food Services	242	$75,134	$76,636	$78,169	$79,733	$81,327	$82,954	$84,613
MOT Supervisor	242	$88,199	$89,963	$91,763	$93,598	$95,470	$97,379	$99,327
Director Maintenance and Operations	225	$119,961	$122,360	$124,807	$127,303	$129,850	$132,447	$135,095
Construction Supervisor	242	$119,961	$122,360	$124,807	$127,303	$129,850	$132,447	$135,095
Director: *Fiscal Services *Technology	242	$124,187	$126,671	$129,205	$131,789	$134,424	$137,113	$139,855
Community Engagement, Early Childhood, and Special Programs Coordinator	242	$129,863	$132,460	$135,109	$137,811	$140,568	$143,379	$146,247
Director: *Facilities Development, Planning, and Construction	242	$133,047	$135,708	$138,422	$141,191	$144,015	$146,895	$149,833
Chief Business Officer	220	$162,473	$165,722	$169,037	$172,418	$175,866	$179,383	$182,971

UNREPRESENTED CERTIFICATED EMPLOYEES	WORK DAYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7
Psychologist	200	$103,526	$105,596	$107,708	$109,862	$112,060	$114,301	$116,587
Specialized Programs Coordinator: *Mental Health *Medical Health	210	$123,960	$126,439	$128,968	$131,547	$134,178	$136,862	$139,599

CONFIDENTIAL EMPLOYEES	WORK DAYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7
Personnel Technician	242	$88,424	$90,192	$91,996	$93,836	$95,713	$97,627	$99,580
Superintendent Administrative Assistant	242	$91,792	$93,628	$95,501	$97,411	$99,359	$101,346	$103,373

1)	Annual stipend to be paid to each administrator for an earned Master's or Doctorate Degree.	$2,538

On August 8, 2024, the CUSD Governing Board approved a 4.0% salary increase retroactive to July 1, 2023, along with a one-time off-schedule payment of $1,500.

Coversheet

Warrant Register Report Processed

Section: III. Consent Agenda
Item: N. Warrant Register Report Processed
Purpose: FYI
Submitted by: Jennifer Marsh
Related Material: 060124-063024 Warrant Register.pdf
070124-072524 Warrant Register.pdf

BACKGROUND:

In alignment with Education Code 52631, Cabrillo USD presents all payments from the CUSD funds on forms prescribed by the San Mateo County Superintendent of Schools (Financial 2000). Staff hereby presents to the CUSD Board the warrants processed from June 1, 2024, to July 25, 2024.

The register of warrants processed by CUSD indicates all CUSD financial activity.

RECOMMENDATION:

This item is for informational purposes.

Prepared by Holly Lynne.

ACCOUNTS PAYABLE WARRANT/EFT REPORT

Report Cover Sheet

General Settings

Report Name	ACCOUNTS PAYABLE WARRANT/EFT REPORT
Printed	7/12/2024 10:08:53 AM
District	41
Logon	MarshJ
Fiscal Year	2025

Options

Report Title	06/01/24-06/30/24 WARRANT REGISTER

Sorting

Sort By	Warrant/EFT#

Filters

Payment Type	District
Form of Payment	ALL
From Date Paid	06/01/2024
To Date Paid	06/30/2024
Year	2024
District	41

06/01/24-06/30/24 WARRANT REGISTER
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-947396	000201-01 C.U.S.D. REVOLVI	06/04/2024	4,165.00	PV240789-001	4,165.00	21-9711-0-9640-8520-5800-101	REPLENISH PETTY
W-947397	012068-01 ALMEDA, MICHAEL	06/04/2024	144.85	TC240118-001	144.85	01-0000-0-0000-2140-5200-790	021524-052424 MI
W-947398	009405-01 ANTONIO, ERIC	06/04/2024	106.26	TC240120-001	106.26	01-0000-0-0000-2140-5200-790	MAY24 MILEAGE
W-947399	011453-01 BIGELOW, LAUREL	06/04/2024	328.00	PO241023-001	29.00	01-6266-0-1110-1000-4300-101	053024 REIMB.
			328.00	PO241024-001	299.00	01-6266-0-1110-1000-4300-101	053024 REIMB. 2
W-947400	010851-02 CORTES, JUDITH	06/04/2024	4,500.00	PO240266-015	595.00	01-2600-0-0000-2490-5800-000	04302024
			4,500.00	PO240266-015	3,905.00	01-6547-0-5730-2490-5800-000	04302024
W-947401	012024-01 DOTBALL360	06/04/2024	521.71	PV240806-001	521.71	01-0331-0-1343-1000-4300-331	10107
W-947402	011667-02 FOG CITY AUDIO V	06/04/2024	13,682.50	PO240921-002	13,682.50	01-0331-0-1330-2700-4300-331	24-0009 BAL
W-947403	004891-01 ORKIN EXTERMINAT	06/04/2024	145.00	PO240254-016	145.00	01-8150-0-0000-8110-5800-780	261822800
W-947404	000105-03 REPUBLIC SERVICE	06/04/2024	984.26	PO240173-028	984.26	01-0000-0-0000-8205-5504-211	0925-001681626
W-947405	011358-01 TAFT, ERINN	06/04/2024	63.65	TC240117-001	63.65	01-6500-0-5750-1190-5200-730	APR/MAY 24 MILEA
W-947406	009206-01 TRADE CREDIT SER	06/04/2024	1,511.20	PO240059-034	1,047.91	01-8150-0-0000-8110-4300-780	STMT#: 165600025
			1,511.20	PO240059-034	463.29	01-0000-0-0000-8220-4300-785	STMT#: 165600025
W-947407	012138-01 VERDE DESIGN	06/04/2024	13,195.00	PO240933-001	13,195.00	21-9711-0-9663-8520-5800-000	BILL #: 1-240530
W-947408	011975-01 YOUNGS AUTO PART	06/04/2024	223.53	PO240819-016	223.53	01-8150-0-0000-8110-4300-780	125134-2
W-947409	005837-01 BIG CREEK LUMBER	06/04/2024	107.16	PO240075-016	107.16	01-8150-0-0000-8110-4300-780	2179080
W-947410	011933-01 CARY, NICHOLAS	06/04/2024	142.71	TC240119-001	142.71	01-0000-0-0000-2140-5200-790	MAY24 MILEAGE
W-947411	011951-01 CESILIA GUTIERRE	06/04/2024	129.44	TC240116-001	6.56	01-3060-0-1110-1000-5200-000	APR/MAY24 MILEAG
			129.44	TC240116-001	102.78	01-2600-0-0000-2140-5200-000	APR/MAY24 MILEAG
			129.44	TC240116-001	20.10	12-6105-0-0001-1000-5200-100	APR/MAY24 MILEAG
W-947412	000196-01 COUNTY SCHOOL SE	06/04/2024	68,250.00	PO241028-002	68,250.00	01-4035-0-1110-2140-5800-740	19046

06/01/24-06/30/24 WARRANT REGISTER
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-947413	011178-01 PAULO'S AUTO CAR	06/04/2024	151.79	PO240136-009	151.79	01-8150-0-0000-8110-5603-780	73492
W-947414	009215-01 PHIL'S TIRE & AU	06/04/2024	588.95	PO240076-001	588.95	01-8150-0-0000-8110-5603-780	60149
W-947415	000105-03 REPUBLIC SERVICE	06/04/2024	457.70	PO240173-027	457.70	01-0000-0-0000-8205-5504-211	0925-001676551
W-947416	012029-01 TAYLOR TAFT	06/04/2024	653.98	PV240803-001	273.16	01-3410-0-5770-1190-4300-331	053024 REIMB.-DO
			653.98	PV240804-001	238.15	01-6520-0-5770-1190-5200-331	053024 REIMB. -
			653.98	PV240805-001	142.67	01-6520-0-5770-1190-4300-331	053024 REIMB. -
W-947417	012156-01 TRINITY GREEN CO	06/04/2024	340.00	PO241027-001	340.00	01-9549-0-1110-1000-4300-335	12659
W-948168	011909-01 ARCADIO'S PRODUC	06/06/2024	351.60	PO240193-035	351.60	13-5466-0-0000-3700-4710-331	301175
W-948169	008911-01 DAVID'S BAGELS	06/06/2024	66.00	PO240191-062	66.00	13-5310-0-0000-3700-4712-331	40074
W-948170	004981-01 STRAW HAT PIZZA	06/06/2024	391.72	PV240807-001	391.72	13-5310-0-0000-3700-4710-331	4996
W-948171	005163-01 SYSCO FOOD SERVI	06/06/2024	338.35	PO240183-058	148.46	13-5310-0-0000-3700-4712-211	650583631
			338.35	PO240183-059	166.75	13-5310-0-0000-3700-4712-331	650583629
			338.35	PO240183-059	23.14	13-5310-0-0000-3700-4790-331	650583629
W-948172	011909-01 ARCADIO'S PRODUC	06/06/2024	155.70	PO240193-036	155.70	13-5466-0-0000-3700-4710-331	311418
W-948173	012157-01 REBECCA WALLACH	06/06/2024	690.00	PV240808-001	690.00	01-9445-0-1110-1000-4300-105	REIMB. FOR SF ZO
W-950401	000295-01 ALBERTSONS | SAF	06/13/2024	121.72	PV240818-001	41.36	01-0000-0-0000-7400-4300-750	728725-051724-03
			121.72	PV240819-001	23.17	01-0000-0-0000-7111-4300-750	800459-052124-03
			121.72	PV240820-001	57.19	01-3060-0-7110-2490-4300-745	803195-060424-03
W-950402	011898-01 APPROACH LLC	06/13/2024	4,216.00	PO240082-013	4,216.00	11-6391-0-4110-2700-5100-561	4410
W-950403	011988-01 CCAE	06/13/2024	65.00	PO240842-006	30.00	11-6391-0-4110-2700-5800-561	30518 - KAIA LIN
			65.00	PO240842-007	35.00	11-6391-0-4110-2700-5800-561	30519 - GRAEME W
W-950404	011550-01 EICHLER ASSOCIAT	06/13/2024	1,635.00	PO240777-003	930.00	01-9663-0-0000-8520-5800-000	1707

06/01/24-06/30/24 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2024**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			1,635.00	PO240777-004	705.00	01-9663-0-0000-8520-5800-000	1807
W-950405	010866-01 FELTS, BRYAN	06/13/2024	311.95	TC240121-001	311.95	01-9538-0-6001-1000-5200-000	MAY24 MILEAGE
W-950406	007339-01 HALF MOON BAY FE	06/13/2024	162.38	PO240362-005	162.38	01-3550-0-3800-1000-4300-331	HMBHS AG - 04032
W-950407	010993-01 PENDERGAST, SUZA	06/13/2024	65.00	PO241044-001	65.00	01-0335-0-3250-1000-4300-335	060524 REIMB.
W-950408	012108-02 RELIAS LLC	06/13/2024	115.04	PO240738-006	115.04	11-3926-0-4110-1000-4300-561	SI-382084
W-950409	012137-01 SCANNING PENS IN	06/13/2024	1,880.91	PO240948-001	1,880.91	01-3010-0-1110-2490-4300-101	INVSPUS8809
W-950410	009206-01 TRADE CREDIT SER	06/13/2024	216.51	PO240361-007	10.00	01-3550-0-3800-1000-4300-331	1655881682
			216.51	PO240360-007	59.02	01-3550-0-3800-1000-4300-331	L23318
			216.51	PO240360-008	42.60	01-3550-0-3800-1000-4300-331	I67295
			216.51	PO240360-009	40.46	01-3550-0-3800-1000-4300-331	I69126
			216.51	PO240360-010	26.23	01-3550-0-3800-1000-4300-331	I71245
			216.51	PO240360-011	24.01	01-3550-0-3800-1000-4300-331	I73019
			216.51	PO240360-012	5.46	01-3550-0-3800-1000-4300-331	I73054
			216.51	PO240360-013	8.73	01-3550-0-3800-1000-4300-331	I79389
W-950411	012159-01 AMERICAN FIDELIT	06/13/2024	100.00	PV240809-001	100.00	01-0000-0-0000-7300-5800-720	70340
W-950412	004929-01 DEPT. OF GENERAL	06/13/2024	2,697.66	PV240816-001	215.00	21-9711-0-9205-8520-6220-211	01-13857
			2,697.66	PV240817-001	2,482.66	21-9711-0-9637-8520-6220-100	01-13058
W-950413	011715-01 EARTH SYSTEMS	06/13/2024	525.00	PV240813-001	525.00	21-9711-0-9644-8520-5800-101	845979
W-950414	011438-02 ACSIG	06/13/2024	3,630.78	PV240810-001	3,630.78	01-0000-0-0000-0000-9572-000	30098994-0390 MA
W-950415	011438-01 ACSIG	06/13/2024	39,791.43	PV240811-001	39,791.43	01-0000-0-0000-0000-9571-000	20441 MAY
W-950416	011744-01 STUDIO W ARCHITE	06/13/2024	37,447.25	PO240880-005	37,447.25	21-9711-0-9658-8520-6210-331	47482
W-950417	011715-01 EARTH SYSTEMS	06/13/2024	3,669.00	PV240812-001	1,700.00	21-9711-0-9645-8520-5800-103	845980

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			3,669.00	PV240814-001	1,969.00	21-9711-0-9644-8520-5800-101	846528
W-950418	010763-01 QUATTROCCHI KWOK	06/13/2024	57,871.60	PV240815-001	3,020.00	21-9711-0-9654-8520-6210-101	25664
			57,871.60	PO240379-008	54,162.60	21-9711-0-9640-8520-6210-101	25665
			57,871.60	PO240236-008	689.00	21-9711-0-9640-8520-6210-101	25663
W-950419	002671-01 ANDREINI BROS IN	06/13/2024	12,923.98	PO240740-002	12,923.98	21-9711-0-9660-8520-5603-331	6254
W-950420	009571-01 GOLD STAR FOODS	06/13/2024	64.68	PO240188-172	64.68	13-5310-0-0000-3700-4710-331	7574258
W-951577	007426-01 BOYS & GIRLS CLU	06/18/2024	19,250.00	PO240554-007	6,750.00	01-2600-0-0000-2490-5800-000	BGCC2024191
			19,250.00	PO240554-008	12,500.00	01-2600-0-0000-2490-5800-000	BGCC2024190
W-951578	011870-01 CLEVER IDM	06/18/2024	4,564.27	PO240180-001	4,564.27	01-0000-0-0000-2421-4300-790	7469E0E2-0001
W-951579	010851-02 CORTES, JUDITH	06/18/2024	4,050.00	PO240266-016	4,050.00	01-2600-0-0000-2490-5800-000	05312024
W-951580	011550-01 EICHLER ASSOCIAT	06/18/2024	6,080.00	PO240777-005	6,080.00	01-9663-0-0000-8520-5800-000	1981
W-951581	000380-01 ODP BUSINESS SOL	06/18/2024	272.22	PO240219-027	5.03	01-0000-0-0000-7300-4300-720	357975383001
			272.22	PO240851-001	96.84	01-0211-0-1310-1000-4300-211	358805129001
			272.22	PO240851-002	170.35	01-0211-0-1310-1000-4300-211	358806452001
W-951582	000105-03 REPUBLIC SERVICE	06/18/2024	3,659.82	PO240173-029	474.63	01-0000-0-0000-8205-5504-105	0925-001677547
			3,659.82	PO240173-030	474.63	01-0000-0-0000-8205-5504-105	0925-001681756
			3,659.82	PO240201-023	1,355.28	01-0000-0-0000-8205-5504-107	0925-001677389
			3,659.82	PO240201-024	1,355.28	01-0000-0-0000-8205-5504-107	0925-001681600
W-951583	011961-01 BIANCA FORRESTER	06/18/2024	1,586.49	PO241064-001	757.49	01-0000-0-0000-7400-4300-750	060724 REIMB.
			1,586.49	PO241062-001	829.00	01-0000-0-0000-3900-5800-750	060724 REIMB.2
W-951584	009083-02 BROWN, ANDREW	06/18/2024	64.90	PO241054-001	64.90	01-0331-0-1352-1000-4300-331	060724 REIMB.
W-951585	010957-01 BUNKIN, SARA	06/18/2024	308.70	PO241048-001	308.70	01-0331-0-1210-1000-5200-331	060724 REIMB.

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W-951586	007747-03 CENTONI, JOSEPH	06/18/2024	855.25	PO241056-001	855.25	01-0331-0-1352-1000-4300-331	060724 REIMB.
W-951587	000499-03 NASCO	06/18/2024	4,582.32	PO240982-001	1,029.70	01-9354-0-1110-1000-4300-556	594638
			4,582.32	PO240980-001	842.23	01-9354-0-1110-1000-4300-556	594155
			4,582.32	PO240981-001	1,145.11	01-9354-0-1110-1000-4300-556	594154
			4,582.32	PO240983-001	1,043.31	01-9354-0-1110-1000-4300-556	593599
			4,582.32	PO240981-002	521.97	01-9354-0-1110-1000-4300-556	598425
W-951588	000367-05 NEFF	06/18/2024	164.06	PO241058-001	164.06	01-0331-0-1330-2700-4300-331	33236056
W-951589	007058-02 PTM DOCUMENT SYS	06/18/2024	819.36	PO241060-001	819.36	01-0331-0-1210-1000-4300-331	0088925
W-951590	008858-01 ROBINSON, NICOLE	06/18/2024	36.48	PO241067-001	36.48	01-6266-0-1110-1000-4300-101	061124 REIMB.
W-951591	000139-01 SCHOOL SERVICES	06/18/2024	3,537.50	PO241045-001	2,725.00	01-0000-0-0000-3900-5800-750	0141914-IN
			3,537.50	PO241065-001	812.50	01-0000-0-0000-7111-5800-750	0141999-IN
W-951592	009413-02 SOUTHERN COUNTIE	06/18/2024	2,493.68	PO240056-019	2,493.68	01-9723-0-0000-3600-4300-788	334405
W-951593	005061-01 SULLIVAN, JACKIE	06/18/2024	60.30	PO241063-001	60.30	01-0000-0-0000-7400-4300-750	060724 REIMB.
W-951594	009069-02 YERBY, TRACI	06/18/2024	96.73	PO241047-001	96.73	01-0331-0-1352-1000-4300-331	060724 REIMB.
W-951595	007418-01 BARNES, JAMES	06/18/2024	930.75	PO241074-001	680.75	01-0335-0-3250-1000-4300-335	061124 REIMB.
			930.75	PO241074-001	250.00	01-9549-0-1110-1000-4300-335	061124 REIMB.
W-951596	009660-01 CARRILLO CARDENA	06/18/2024	68.89	PO241051-001	68.89	01-3010-0-1110-1000-4300-331	060724 REIMB.
W-951597	007794-02 FARNSWORTH, PAUL	06/18/2024	97.99	PO241049-001	97.99	01-0331-0-1451-1000-4300-331	060724 REIMB.
W-951598	011947-01 HANA L. HANSON	06/18/2024	153.05	PO241050-001	153.05	01-0331-0-1302-1000-4300-331	060724 REIMB.
W-951599	011722-01 HOFFMAN, KAREN	06/18/2024	6,000.00	PO240487-005	6,000.00	01-9538-0-1110-1000-5800-740	2024-03
W-951600	011738-01 POWERSCHOOL GROU	06/18/2024	10,792.00	PO240992-001	10,792.00	01-6266-0-1110-2421-5800-790	INV396610
W-951601	004143-02 RICOH USA INC	06/18/2024	37.92	PO240218-025	11.57	01-0000-0-0000-7300-4300-720	9032539582

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			37.92	PO240218-025	26.35	01-0105-0-1210-2700-4300-105	9032539582
W-951602	008858-01 ROBINSON, NICOLE	06/18/2024	27.00	PO241068-001	27.00	01-6266-0-1110-1000-4300-101	061124 REIMB.
W-951603	009453-02 SMITH, GAYLE	06/18/2024	305.86	PO241059-001	305.86	01-0331-0-1302-1000-4300-331	060724 REIMB.
W-951604	009175-01 UPS STORE #1604	06/18/2024	347.54	PO241055-001	347.54	01-0331-0-1330-2700-4300-331	060724 REIMB.
W-951605	012019-01 VANIR CONSTRUCTI	06/18/2024	95,798.00	PO240666-005	95,798.00	21-9711-0-9006-8520-5800-000	178388
W-951606	000903-01 AGUILAR, SILVIO	06/18/2024	1,112.32	TC240127-001	260.62	01-0000-0-1480-1000-5200-760	CU-FV-HA, AUG23-
			1,112.32	TC240128-001	266.59	01-0000-0-1480-1000-5200-760	CU-FV-HA, JAN24-
			1,112.32	TC240129-001	197.05	01-0000-0-1480-1000-5200-760	CU-FV-HA, APR24-
			1,112.32	TC240130-001	68.64	01-0000-0-1480-1000-5200-760	HA-KM, NOV23-DEC
			1,112.32	TC240131-001	166.76	01-0000-0-1480-1000-5200-760	HA-KM, JAN24-MAR
			1,112.32	TC240132-001	122.88	01-0000-0-1480-1000-5200-760	HA-KM, APR24-JUN
			1,112.32	TC240133-001	10.55	01-0000-0-1480-1000-5200-760	CU-HA, OCT23-DEC
			1,112.32	TC240134-001	10.79	01-0000-0-1480-1000-5200-760	CU-HA, JAN24-MAR
			1,112.32	TC240135-001	8.44	01-0000-0-1480-1000-5200-760	CU-HA, MAR24-MAY
W-951607	007426-01 BOYS & GIRLS CLU	06/18/2024	700.00	PV240825-001	700.00	01-2600-0-0000-2490-5800-000	BGCC2024180
W-951608	008337-01 JONES, DAVID	06/18/2024	446.20	PV240828-001	446.20	01-6266-0-1420-2140-5200-740	060724 REIMB.
W-951609	011905-01 LESLYE VALENCIA	06/18/2024	256.21	TC240124-001	256.21	01-6010-0-1110-4000-5200-101	APR24-JUN24 MILE
W-951610	011597-01 MARIA EUGENIA YO	06/18/2024	386.19	TC240122-001	386.19	01-0700-0-1460-3140-5200-000	MAY24 MILEAGE
W-951611	010927-02 METLIFE SMALL MA	06/18/2024	425.78	PV240826-001	425.78	01-0000-0-0000-0000-9564-000	05372885-JUN24
W-951612	000550-01 PACIFIC GAS AND	06/18/2024	2,238.53	PO240222-025	2,238.53	01-0000-0-0000-8205-5502-601	5189451218-8/052
W-951613	010824-01 RAMOS-CARLONI, J	06/18/2024	89.78	TC240123-001	89.78	01-3060-0-7110-2490-5200-000	042524 MILEAGE
W-951614	011951-01 CESILIA GUTIERRE	06/18/2024	28.43	PV240827-001	28.43	01-3060-0-7110-2490-4300-745	060324 REIMB.

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W-951615	007512-01 MORTON, CAROLINE	06/18/2024	628.85	PV240824-001	628.85	01-9661-0-1460-3140-4300-000	060424 REIMB.
W-951616	010924-03 REISS, MARTINA	06/18/2024	181.17	TC240126-001	181.17	01-6500-0-5750-1190-5200-730	FEB24-JUN24 MILE
W-951617	009509-01 STRECKER, THERES	06/18/2024	65.66	TC240125-001	65.66	01-0700-0-1460-3140-5200-000	060324 MILEAGE
W-951618	012029-01 TAYLOR TAFT	06/18/2024	22.78	PV240823-001	22.78	01-6520-0-5770-1190-4300-331	MAY24 MILEAGE
W-952080	000201-01 C.U.S.D. REVOLVI	06/20/2024	208.23	PV240821-001	182.68	01-0111-0-1110-1000-4300-740-303	06/13/24
			208.23	PV240821-001	25.55	01-0101-0-1310-1000-4300-101	06/13/24
W-952081	000201-01 C.U.S.D. REVOLVI	06/20/2024	127.39	PV240822-001	80.95	01-3010-0-1110-1000-4300-105	061224
			127.39	PV240822-001	46.44	01-0105-0-1310-1000-4300-105	061224
W-953629	009617-01 BRIGGS OT	06/25/2024	4,800.00	PO240533-004	4,800.00	01-6500-0-5750-1180-5864-730	3599
W-953630	011940-01 JWEINAT, ILEANA	06/25/2024	1,129.00	PO240420-006	1,129.00	01-6500-0-5760-1180-5100-730	060424 REIMB.
W-953631	011766-01 NELLES, JANET	06/25/2024	900.00	PO240729-004	300.00	01-6500-0-5001-3161-5800-730	14 #2
			900.00	PO240729-005	600.00	01-6500-0-5001-3161-5800-730	15
W-953632	011958-01 NICOLE WALTERS	06/25/2024	4,385.00	PO240466-010	4,385.00	01-6500-0-5750-1180-5864-730	10
W-953633	007457-01 PACIFIC AUTISM L	06/25/2024	10,379.44	PO240261-013	10,379.44	01-6500-0-5750-1180-5861-730	8015243
W-953634	012067-01 PIONEER HEALTHCA	06/25/2024	14,136.00	PO240414-035	2,976.00	01-6500-0-5750-1180-5867-730	69925
			14,136.00	PO240414-036	3,720.00	01-6500-0-5750-1180-5867-730	69765
			14,136.00	PO240414-037	3,720.00	01-6500-0-5750-1180-5867-730	69649
			14,136.00	PO240414-038	3,720.00	01-6500-0-5750-1180-5867-730	69538
W-953635	011960-01 SAN MATEO YELLOW	06/25/2024	1,440.00	PO240998-004	1,440.00	01-6500-0-5750-1180-5863-730	12615
W-953636	011806-01 YOUMAN, MARTHA	06/25/2024	4,500.00	PO240471-003	4,500.00	01-6500-0-5001-2100-5800-730	1308
W-953637	011986-01 ABDO	06/25/2024	1,598.77	PO240736-001	1,598.77	01-0111-0-1110-1000-4200-740-201	0032145
W-953638	000583-01 DEPARTMENT OF JU	06/25/2024	637.00	PO240204-008	637.00	01-0000-0-0000-7400-5800-750	738962

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W-953639	011323-01 DOOLEY CORPORATI	06/25/2024	9,310.00	PO241084-001	2,660.00	01-6500-0-5001-2100-5800-730	9313
			9,310.00	PO241084-002	2,660.00	01-6500-0-5001-2100-5800-730	9312
			9,310.00	PO241084-003	1,995.00	01-6500-0-5001-2100-5800-730	9283
			9,310.00	PO241084-004	1,995.00	01-6500-0-5001-2100-5800-730	9284
W-953640	000128-01 FOLLETT CONTENT	06/25/2024	1,049.89	PO240951-001	139.11	01-0111-0-1110-1000-4200-740-201	396612F
			1,049.89	PO240951-002	240.03	01-0111-0-1110-1000-4200-740-201	396612
			1,049.89	PO240606-002	244.19	01-0111-0-1110-1000-4200-740-201	306881F
			1,049.89	PO240610-003	426.56	01-0111-0-1110-1000-4200-740-201	307014A
W-953641	004906-01 FOLLETT CONTENT	06/25/2024	481.99	PO240893-001	222.55	01-0111-0-1110-1000-4200-740-201	375760
			481.99	PO240893-002	259.44	01-0111-0-1110-1000-4200-740-201	375760F
W-953642	000367-02 JOSTENS	06/25/2024	2,201.67	PO241057-001	27.13	01-0331-0-1330-2700-4300-331	30924779
			2,201.67	PO241057-002	2,022.29	01-0331-0-1330-2700-4300-331	32885247
			2,201.67	PO241057-003	139.45	01-0331-0-1330-2700-4300-331	34405904
			2,201.67	PO241057-004	12.80	01-0331-0-1330-2700-4300-331	34420361
W-953643	011905-01 LESLYE VALENCIA	06/25/2024	178.35	PO240346-005	178.35	01-6010-0-1110-4000-4300-101	061724 RIMB.
W-953644	000499-03 NASCO	06/25/2024	593.04	PO240981-003	45.92	01-9354-0-1110-1000-4300-556	604190
			593.04	PO240983-002	143.66	01-9354-0-1110-1000-4300-556	604191
			593.04	PO240980-002	210.94	01-9354-0-1110-1000-4300-556	604192
			593.04	PO240982-002	192.52	01-9354-0-1110-1000-4300-556	604193
W-953645	011492-01 PENINSULA TRUCK	06/25/2024	2,231.88	PO240158-038	371.98	01-9723-0-0000-3600-5603-788	11134
			2,231.88	PO240158-039	371.98	01-9723-0-0000-3600-5603-788	11135
			2,231.88	PO240158-040	371.98	01-9723-0-0000-3600-5603-788	11136

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			2,231.88	PO240158-041	371.98	01-9723-0-0000-3600-5603-788	11137
			2,231.88	PO240158-042	371.98	01-9723-0-0000-3600-5603-788	11138
			2,231.88	PO240158-043	371.98	01-9723-0-0000-3600-5603-788	11139
W-953646	012160-01 RNA AUTOMATIC GA	06/25/2024	350.00	PO241076-001	350.00	01-8150-0-0000-8110-5603-780	447
W-953647	009346-01 U S BANK CORP PA	06/25/2024	1,929.08	PV240830-001	410.00	01-0000-0-0000-7300-4300-720	4246 0470 0103 6
			1,929.08	PV240831-001	552.23	01-8150-0-0000-8110-4300-780	4246 0470 0103 6
			1,929.08	PV240832-001	142.49	01-8150-0-0000-8110-4300-780	4246 0470 0103 6
			1,929.08	PV240833-001	207.00	01-0000-0-0000-7400-4300-750	`4246 0470 0103
			1,929.08	PV240835-001	19.99	01-0000-0-0000-7110-4300-710	4246 0470 0103 6
			1,929.08	PV240836-001	109.81	01-0000-0-0000-7400-4300-750	4246 0470 0103 6
			1,929.08	PV240837-001	100.39	01-8150-0-0000-8110-4300-780	4246 0470 0103 6
			1,929.08	PV240829-001	105.35	01-3060-0-7110-2490-4300-745	4246 0470 0103 6
			1,929.08	CM240014-001	(595.00)	01-7339-0-6101-1000-5200-331	4246 0470 0103 6
			1,929.08	PO240301-012	615.37	01-2600-0-0000-2490-4300-000	4246 0470 0103 6
			1,929.08	PO240301-013	272.05	01-2600-0-0000-2490-4300-000	4246 0470 0103 6
			1,929.08	PO240301-014	(30.60)	01-2600-0-0000-2490-4300-000	4246 0470 0103 6
			1,929.08	PO240714-004	20.00	11-6391-0-4110-2700-5100-561	4246 0470 0103 6
W-953648	011975-01 YOUNGS AUTO PART	06/25/2024	175.87	PO240819-017	56.81	01-8150-0-0000-8110-4300-780	121994-2
			175.87	PO240819-018	34.80	01-8150-0-0000-8110-4300-780	122091-2
			175.87	PO240819-019	2.46	01-8150-0-0000-8110-4300-780	122205-2
			175.87	PO240819-020	53.86	01-8150-0-0000-8110-4300-780	123862-2
			175.87	PO240819-021	27.94	01-8150-0-0000-8110-4300-780	124648-2

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-953649	000201-01 C.U.S.D. REVOLVI	06/25/2024	320.93	PV240841-001	79.05	21-9711-0-9006-8520-4300-000	06182024
			320.93	PV240841-001	21.85	01-0103-0-1310-1000-4300-103	06182024
			320.93	PV240841-001	220.03	01-0103-0-1210-2700-4300-103	06182024
W-953650	010760-01 THE LUNCH MASTER	06/25/2024	54,901.00	PO240192-055	25,530.00	13-5310-0-0000-3700-4710-105	CUAH053124
			54,901.00	PO240192-056	8,278.50	13-5310-0-0000-3700-4710-101	CUEG053124
			54,901.00	PO240192-057	5,727.00	13-5310-0-0000-3700-4710-103	CUFV053124
			54,901.00	PO240192-058	2,602.50	13-5310-0-0000-3700-4710-107	CUKM053124
			54,901.00	PO240192-059	10,998.75	13-5310-0-0000-3700-4710-211	CUMC053124
			54,901.00	PO240192-060	1,764.25	13-5310-0-0000-3700-4710-105	CUPH053124
W-953651	009571-01 GOLD STAR FOODS	06/25/2024	625.42	PV240850-001	625.42	13-5310-0-0000-3700-4710-556	7579570
W-955026	012132-01 RODAN BUILDERS I	06/27/2024	206,661.91	PO240882-002	206,661.91	21-9711-0-9640-8520-6200-101	2
W-955027	008259-01 ACHIEVEKIDS	06/27/2024	16,315.00	PO240353-011	11,616.00	01-6500-0-5750-1180-5100-730	33064
			16,315.00	PO240353-011	412.00	01-6500-0-5750-1180-5867-730	33064
			16,315.00	PO240353-011	309.00	01-6500-0-5750-1180-5864-730	33064
			16,315.00	PO240353-011	776.00	01-6500-0-5750-1180-5861-730	33064
			16,315.00	PO240353-011	2,618.00	01-6500-0-5750-1180-5863-730	33064
			16,315.00	PO240353-011	584.00	01-6500-0-5750-1180-5800-730	33064
W-955028	012069-01 AYA HEALTHCARE I	06/27/2024	16,500.00	PO240418-035	4,125.00	01-6500-0-5750-1180-5800-730	4298850
			16,500.00	PO240418-036	4,125.00	01-6500-0-5750-1180-5800-730	4274245
			16,500.00	PO240418-037	4,125.00	01-6500-0-5750-1180-5800-730	4257981
			16,500.00	PO240418-038	4,125.00	01-6500-0-5750-1180-5800-730	4232377
W-955029	009087-01 CALIFORNIA ACADE	06/27/2024	1,492.67	PO240993-001	1,492.67	01-6266-0-1110-1000-4300-103	1337388

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W-955030	011976-01 EDTHEORY LLC	06/27/2024	30,184.00	PO240470-009	16,856.00	01-6500-0-5750-1180-5867-730	7530
			30,184.00	PO240470-010	13,328.00	01-6500-0-5750-1180-5867-730	7310
W-955031	011939-02 ERSKINE, GEORGE	06/27/2024	1,143.02	PO240722-004	1,143.02	01-6500-0-5001-2100-5200-730	060724 TRAVEL CL
W-955032	012071-01 E-THERAPY	06/27/2024	15,007.50	PO240455-036	3,967.50	01-6500-0-5760-1180-5867-730	38866
			15,007.50	PO240455-037	3,450.00	01-6500-0-5760-1180-5867-730	38869
			15,007.50	PO240455-038	4,140.00	01-6500-0-5760-1180-5867-730	38560
			15,007.50	PO240455-039	3,450.00	01-6500-0-5760-1180-5867-730	38561
W-955033	011562-01 HOPSKIPDRIVE INC	06/27/2024	12,443.21	PO240417-011	12,443.21	01-6500-0-5750-1180-5863-730	21473
W-955034	011171-01 ON POINT LANGUAG	06/27/2024	4,680.63	PO240469-010	4,680.63	01-6500-0-5001-2100-5800-730	SPED/05-2024
W-955035	010723-01 PALO ALTO PREP	06/27/2024	18,893.00	PO240548-009	5,070.00	01-6500-0-5750-1180-5100-730	052124-AA
			18,893.00	PO240548-009	666.00	01-6500-0-5750-1180-5861-730	052124-AA
			18,893.00	PO240808-004	5,746.00	01-6500-0-5760-1180-5100-730	052124-EM
			18,893.00	PO240808-004	999.00	01-6500-0-5750-1180-5861-730	052124-EM
			18,893.00	PO240547-010	5,746.00	01-6500-0-5750-1180-5100-730	052124-XS
			18,893.00	PO240547-010	666.00	01-6500-0-5750-1180-5861-730	052124-XS
W-955036	007442-01 SAN JOAQUIN C.O.	06/27/2024	73.00	PO240551-011	73.00	01-6500-0-5001-2100-5800-730	ARD24-03713
W-955037	011141-01 THE AVALON ACADE	06/27/2024	33,418.00	PO240543-010	7,902.00	01-6500-0-5750-1180-5100-730	5950
			33,418.00	PO240543-010	960.00	01-6500-0-5750-1180-5867-730	5950
			33,418.00	PO240543-010	1,212.00	01-6500-0-5750-1180-5864-730	5950
			33,418.00	PO240543-010	640.00	01-6500-0-5750-1180-5800-730	5950
			33,418.00	PO240809-004	9,342.00	01-6500-0-5750-1180-5100-730	5951
			33,418.00	PO240809-004	640.00	01-6500-0-5750-1180-5867-730	5951

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			33,418.00	PO240809-004	779.00	01-6500-0-5750-1180-5864-730	5951
			33,418.00	PO240809-004	1,360.00	01-6500-0-5750-1180-5800-730	5951
			33,418.00	PO240540-010	8,190.00	01-6500-0-5750-1180-5100-730	5952
			33,418.00	PO240540-010	1,280.00	01-6500-0-5750-1180-5867-730	5952
			33,418.00	PO240540-010	313.00	01-6500-0-5750-1180-5864-730	5952
			33,418.00	PO240540-010	800.00	01-6500-0-5750-1180-5800-730	5952
W-955038	008523-01 THE SPEECH PATHO	06/27/2024	49,140.86	PO240468-013	11,714.72	01-6500-0-5760-1180-5867-730	INV028098
			49,140.86	PO240468-014	37,426.14	01-6500-0-5760-1180-5867-730	INV027977
W-955039	009717-01 WIGGS, GEOFF	06/27/2024	22,000.00	PO240050-002	22,000.00	01-6500-0-5750-1180-5100-730	REIMB. FOR #2629
W-955040	008058-05 AT&T	06/27/2024	1,391.00	PO240216-010	1,391.00	01-0000-0-0000-8205-5901-720	1514730901
W-955041	012032-01 BAY AREA SMASH R	06/27/2024	1,368.68	PO241095-001	684.34	01-3061-0-1110-1000-5210-556	061924
			1,368.68	PO241095-001	684.34	01-2600-0-0000-2490-4300-000	061924
W-955042	000128-01 FOLLETT CONTENT	06/27/2024	432.06	PO240934-001	351.85	01-0111-0-1110-1000-4300-211-406	390152
			432.06	PO240707-002	80.21	01-0111-0-1110-1000-4200-740-201	325882F
W-955043	008602-02 HODGE, JOYCE	06/27/2024	910.00	PO240395-006	910.00	01-9440-0-1110-1000-5800-740	006
W-955044	008021-02 KIMBALL MIDWEST	06/27/2024	1,237.03	PV240839-001	519.53	01-8150-0-0000-8110-4300-780	102036587
			1,237.03	PV240840-001	717.50	01-8150-0-0000-8110-4300-780	102119080
W-955045	012090-01 [redacted]	06/27/2024	22,875.00	PO240586-008	4,575.00	01-6500-0-5760-1180-5100-730	REIMB FOR #18075
			22,875.00	PO240586-009	4,575.00	01-6500-0-5760-1180-5100-730	REIMB. FOR #1832
			22,875.00	PO240586-010	4,575.00	01-6500-0-5760-1180-5100-730	REIMB. FOR #1864
			22,875.00	PO240586-011	4,575.00	01-6500-0-5760-1180-5100-730	REIMB. FOR #1894
			22,875.00	PO240586-012	4,575.00	01-6500-0-5760-1180-5100-730	REIMB. FOR #1924

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W-955046	000380-01 ODP BUSINESS SOL	06/27/2024	173.94	PO240219-028	173.94	01-0000-0-0000-7300-4300-720	369457047001
W-955047	005010-02 SMCSIG	06/27/2024	5,000.00	PV240838-001	5,000.00	01-0000-0-0000-7300-5400-720	CLAIM PR24-00013
W-955048	009491-01 SOUND AND SIGNAL	06/27/2024	1,198.66	PO240149-015	673.58	01-8150-0-0000-8110-5603-780	42414
			1,198.66	PO240149-016	525.08	01-8150-0-0000-8110-5603-780	42413
W-955049	009413-02 SOUTHERN COUNTIE	06/27/2024	2,131.32	PO240056-020	2,131.32	01-9723-0-0000-3600-4300-788	334887
W-955050	009346-01 U S BANK CORP PA	06/27/2024	337.26	PO240331-008	43.73	01-0420-0-3350-1000-4300-420	4246 0470 0103 6
			337.26	PO240331-008	43.72	11-6391-0-4110-1000-4300-561	4246 0470 0103 6
			337.26	PV240834-001	249.81	01-0000-0-0000-7110-4300-710	4246 0470 0103 6
W-955051	012163-01 AMBER LEE-ALVA	06/27/2024	144.00	PV240843-001	144.00	01-0000-0-0000-7150-4300-710	061724 REIMB.
W-955052	009663-01 ATKINSON ANDELSO	06/27/2024	6,004.36	PV240848-001	3,125.51	01-0000-0-0000-2100-5810-730	713808
			6,004.36	PV240849-001	2,878.85	01-0000-0-0000-2100-5810-730	717118
W-955053	003141-02 BLICK ART MATERI	06/27/2024	3,004.71	PO240937-001	3,004.71	01-0111-0-1110-1000-4300-211-503	2932832
W-955054	007546-01 BOYSEN, ANDREW	06/27/2024	68.00	PO241092-001	68.00	01-0331-0-1210-1000-4300-331	061424 REIMB.
W-955055	008506-02 COUNTY SCHOOL SE	06/27/2024	11,727.50	PO241094-001	11,587.50	01-0111-0-1110-2140-5800-740-501	19240
			11,727.50	PO241089-001	140.00	01-6266-0-1110-1000-5200-331	18970
W-955056	006076-01 GAMES, PATRICK	06/27/2024	77.98	PO241082-001	77.98	01-0331-0-1332-1000-4300-331	061224 REIMB.
W-955057	011722-01 HOFFMAN, KAREN	06/27/2024	998.93	PO241052-001	998.93	01-9538-0-1110-1000-4300-740	060724 REIMB.
W-955058	012154-01 IFLY AUSTIN	06/27/2024	1,440.00	PO241096-001	720.00	01-3061-0-1110-1000-5210-556	1772663
			1,440.00	PO241096-001	720.00	01-2600-0-0000-2490-4300-000	1772663
W-955059	012153-01 LUXBUS	06/27/2024	1,831.72	PO241101-001	915.86	01-3061-0-1110-1000-5210-556	107388
			1,831.72	PO241101-001	915.86	01-2600-0-0000-2490-4300-000	107388
W-955060	008043-01 LYNES, ROSABELLE	06/27/2024	39.32	PV240842-001	39.32	01-0111-0-1110-1000-4300-556-301	062024 REIMB.

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W-955061	000499-03 NASCO	06/27/2024	55.96	PO240981-004	55.96	01-9354-0-1110-1000-4300-556	60625
W-955062	000749-01 SEGURA, ROSALVA	06/27/2024	342.78	PV240846-001	171.39	01-3061-0-1110-1000-5210-556	062024 REIMB.
			342.78	PV240846-001	171.39	01-2600-0-0000-2490-4300-000	062024 REIMB.
W-955063	007338-01 SMITH, TATIANA	06/27/2024	63.31	PO241093-001	27.00	01-6266-0-1110-1000-4300-101	061424 REIMB.
			63.31	PO241079-001	36.31	01-6266-0-1110-1000-4300-101	061224 REIMB.
W-955064	012040-01 U.C. REGENTS	06/27/2024	450.00	PO241091-001	450.00	01-6266-0-1110-2140-5200-740	JUNE 12, 2024
W-955065	010913-01 WORK, ANGELA	06/27/2024	320.00	PO241090-001	320.00	01-3010-0-1110-2490-4300-101	061424 REIMB.
W-955066	012069-01 AYA HEALTHCARE I	06/27/2024	7,425.00	PO240418-039	4,125.00	01-6500-0-5750-1180-5800-730	4336421
			7,425.00	PO240418-040	3,300.00	01-6500-0-5750-1180-5800-730	4313995
W-955067	012164-01 CDE FOUNDATION	06/27/2024	4,315.18	PV240858-001	2,219.03	01-6266-0-1110-2140-5800-750	INV-0987
			4,315.18	PV240859-001	2,096.15	01-6266-0-1110-2140-5800-750	INV-0984
W-955068	011323-01 DOOLEY CORPORATI	06/27/2024	532.00	PO241084-005	532.00	01-6500-0-5001-2100-5800-730	9412
W-955069	000128-01 FOLLETT CONTENT	06/27/2024	120.12	PO240951-003	120.12	01-0111-0-1110-1000-4200-740-201	413403F
W-955070	011722-01 HOFFMAN, KAREN	06/27/2024	1,780.32	PO241087-001	1,780.32	01-9538-0-1110-1000-4300-740	061424 REIMB.
W-955071	000499-03 NASCO	06/27/2024	962.91	PO240980-004	416.52	01-9354-0-1110-1000-4300-556	598984
			962.91	PO240982-003	546.39	01-9354-0-1110-1000-4300-556	598985
W-955072	011958-01 NICOLE WALTERS	06/27/2024	990.00	PO240466-011	990.00	01-6500-0-5750-1180-5864-730	11
W-955073	012067-01 PIONEER HEALTHCA	06/27/2024	3,720.00	PO240414-039	3,720.00	01-6500-0-5750-1180-5867-730	70377
W-955074	012162-01 REBECCA S. TOWER	06/27/2024	3,566.75	PO241098-001	3,566.75	01-6770-0-1110-1000-5800-105	MURAL SUPP. REIM
W-955075	004143-02 RICOH USA INC	06/27/2024	90.23	PO240218-026	90.23	01-0000-0-0000-7300-4300-720	5069632802
W-955076	000139-01 SCHOOL SERVICES	06/27/2024	2,275.00	PO240828-002	2,275.00	01-0000-0-0000-3900-5800-750	0142428-IN
W-955077	009346-01 U S BANK CORP PA	06/27/2024	3,640.55	PO241041-001	586.75	01-7010-0-3800-1000-4300-331	4246 0446 6404 9

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			3,640.55	PO241042-001	327.67	01-3550-0-3800-1000-5200-331	4246 0446 6404 9
			3,640.55	PO241042-002	312.67	01-3550-0-3800-1000-5200-331	4246 0446 6404 9
			3,640.55	PO240986-001	45.00	01-3550-0-3800-1000-5200-331	4246 0446 6404 9
			3,640.55	PV240869-001	512.79	01-0000-0-0000-2421-4300-790	4246 0470 0103 6
			3,640.55	PV240853-001	83.07	01-9400-0-1110-1000-4300-331	4246 0446 6404 9
			3,640.55	PV240854-001	559.09	01-9400-0-1110-1000-4300-331	4246 0446 6404 9
			3,640.55	PV240855-001	19.99	01-7010-0-3800-1000-4300-331	4246 0446 6404 9
			3,640.55	PV240856-001	12.00	01-3550-0-3800-1000-4300-331	4246 0446 6404 9
			3,640.55	PV240873-001	284.43	01-8150-0-0000-8110-4300-780	4246 0470 0103 6
			3,640.55	PV240874-001	897.09	01-0331-0-1337-1000-4300-331	4246 0470 0103 6
W-955078	009175-01 UPS STORE #1604	06/27/2024	452.42	PV240862-001	452.42	01-0111-0-1110-1000-4300-211-503	06-21-2024
W-955079	011918-01 ARC FACILITIES	06/27/2024	2,133.91	PV240863-001	1,957.73	21-9711-0-9006-8520-5800-000	12506868
			2,133.91	PV240868-001	176.18	21-9711-0-9006-8520-5800-000	12471123
W-955080	007426-01 BOYS & GIRLS CLU	06/27/2024	1,190.00	PV240866-001	630.00	01-8150-0-0000-8110-5603-780	BGCC2024184
			1,190.00	PV240867-001	560.00	01-8150-0-0000-8110-5603-780	BGCC2024185
W-955081	011427-01 COLBI TECHNOLOGI	06/27/2024	1,840.00	PV240864-001	1,840.00	21-9711-0-9006-8520-5800-000	11195
W-955082	006312-02 COUNTY OF SAN MA	06/27/2024	3,265.00	PV240860-001	3,265.00	01-0000-0-0000-7400-5810-750	4418
W-955083	011105-01 HMH ENGINEERS	06/27/2024	6,933.50	PO240975-001	6,933.50	21-9711-0-9664-8520-6240-331	49649
W-955084	011744-01 STUDIO W ARCHITE	06/27/2024	269.85	PO240230-024	269.85	21-9711-0-9645-8520-6210-103	47449
W-955085	007426-01 BOYS & GIRLS CLU	06/27/2024	560.00	PV240865-001	560.00	01-8150-0-0000-8110-5603-780	BGCC2024183
W-955086	012076-01 CIS INC	06/27/2024	12,300.00	PO240495-009	12,300.00	21-9711-0-9645-8520-6290-103	060124
W-955087	012054-01 CORE WEST INC	06/27/2024	1,405,979.38	PO240380-012	1,405,979.38	21-9711-0-9645-8520-6200-103	11

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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-955088	000061-01 DANNIS WOLIVER K	06/27/2024	32,578.75	PV240857-001	288.00	01-0000-0-0000-7110-5810-710	MAY 2024
			32,578.75	PV240857-001	9,387.75	01-0000-0-0000-7400-5810-750	MAY 2024
			32,578.75	PV240857-001	13,537.50	01-0000-0-0000-7111-5810-750	MAY 2024
			32,578.75	PV240857-001	5,714.50	01-0000-0-0000-7112-5810-750	MAY 2024
			32,578.75	PV240857-001	160.00	01-0000-0-0000-7300-5810-720	MAY 2024
			32,578.75	PV240857-001	3,491.00	21-9711-0-9006-8500-5810-000	MAY 2024
W-955089	011715-01 EARTH SYSTEMS	06/27/2024	11,461.50	PO240879-001	11,461.50	21-9711-0-9660-8520-5800-331	848150
W-955090	012165-01 MCKENNA EDUCATIO	06/27/2024	2,665.50	PV240861-001	2,665.50	01-0000-0-0000-7111-5800-750	05/17/2024
W-955091	011744-01 STUDIO W ARCHITE	06/27/2024	16,537.40	PO240230-023	16,537.40	21-9711-0-9645-8520-6210-103	21050
W-955092	008096-01 ACOSTA, ROSIBEL	06/27/2024	288.00	PV240844-001	288.00	01-0000-0-0000-7150-4300-710	061724 REIMB.
W-955093	000001-01 ALPINE AWARDS	06/27/2024	139.77	PO241088-001	139.77	01-0331-0-1210-1000-4300-331	6107433
W-955094	011835-01 AVALON TRANSPORT	06/27/2024	1,872.00	PV240851-001	1,872.00	01-0111-0-1110-1000-5210-331-503	34543
W-955095	007418-01 BARNES, JAMES	06/27/2024	75.00	PO241102-001	75.00	01-7085-0-1110-1000-5200-760	062024 REIMB.
W-955096	011951-01 CESILIA GUTIERRE	06/27/2024	53.75	PV240845-001	26.87	01-3061-0-1110-1000-5210-556	062024 REIMB.
			53.75	PV240845-001	26.88	01-2600-0-0000-2490-4300-000	062024 REIMB.
W-955097	012083-01 GUZMAN, VICTOR	06/27/2024	288.67	PO241086-001	69.00	01-9547-0-1210-1000-4300-211	061424 REIMB
			288.67	PO241086-001	219.67	01-3010-0-1110-1000-4300-211	061424 REIMB
W-955098	005168-02 HART-NOLAN, MONI	06/27/2024	100.00	PV240847-001	100.00	01-9354-0-1110-1000-4300-556	062024 REIMB.
W-955099	011431-01 KIS	06/27/2024	30,104.36	PO240181-004	1,033.82	01-0000-0-0000-2421-4300-790	80399
			30,104.36	PO241071-001	8,919.10	01-0000-0-0000-2421-4300-790	80706
			30,104.36	PO241072-001	3,842.10	21-9711-0-9619-8520-4300-331	80705
			30,104.36	PO241073-001	3,360.19	21-9711-0-9661-8520-4300-000	80707

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41 Cabrillo Unified School District **Fiscal Year: 2024**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			30,104.36	PO241075-001	12,949.15	21-9711-0-9645-8520-4300-103	80704
W-955100	011657-01 OLSON, PATRICK	06/27/2024	65.34	PO241081-001	65.34	01-0331-0-1354-1000-4300-331	061224 REIMB.
W-955101	000139-01 SCHOOL SERVICES	06/27/2024	13,752.66	PO241065-002	13,752.66	01-0000-0-0000-7111-5800-750	0142416-IN
W-955102	011989-01 SHRED WORKS INC.	06/27/2024	255.00	PO240329-010	45.00	01-0000-0-0000-7300-5800-720	57153
			255.00	PO241037-001	210.00	01-0000-0-0000-7300-5800-720	57153
W-955103	009461-02 TOWER, DEANNA	06/27/2024	81.48	PO241080-001	81.48	01-0331-0-1210-1000-4300-331	061224 REIMB.
W-955104	010759-01 CHEVRON BUSINESS	06/27/2024	60.00	PO240224-010	60.00	01-7010-0-3800-1000-5200-331	97682085
W-955105	011323-01 DOOLEY CORPORATI	06/27/2024	532.00	PO241084-006	532.00	01-6500-0-5001-2100-5800-730	9413
W-955106	007476-01 ESTHER B CLARK S	06/27/2024	12,840.04	PO240588-010	8,070.00	01-6500-0-5750-1180-5100-730	125106
			12,840.04	PO240588-010	2,034.04	01-6500-0-5750-1180-5861-730	125106
			12,840.04	PO240588-010	2,736.00	01-6500-0-5750-1180-5863-730	125106
W-955107	012071-01 E-THERAPY	06/27/2024	3,956.00	PO240455-040	2,576.00	01-6500-0-5760-1180-5867-730	39071
			3,956.00	PO240455-041	1,380.00	01-6500-0-5760-1180-5867-730	39070
W-955108	010903-01 ILOBBY CORP.	06/27/2024	4,080.00	PV240871-001	4,080.00	01-0000-0-0000-2421-4300-790	INV19651
W-955109	011852-01 LAUREN OSHIRO	06/27/2024	16,800.00	PO240472-004	16,800.00	01-6500-0-5750-1180-5867-730	126
W-955110	001216-01 LINDE GAS & EQUI	06/27/2024	336.98	PO240480-002	42.27	01-0331-0-1337-1000-4300-331	39572737
			336.98	PO240480-003	43.20	01-0331-0-1337-1000-4300-331	40137137
			336.98	PO240480-004	44.01	01-0331-0-1337-1000-4300-331	40651094
			336.98	PO240480-005	42.39	01-0331-0-1337-1000-4300-331	4126418420394878
			336.98	PO240480-006	44.01	01-0331-0-1337-1000-4300-331	42427895
			336.98	PO240480-007	51.37	01-0331-0-1337-1000-4300-331	42967020
			336.98	PO240480-008	69.73	01-0331-0-1337-1000-4300-331	43568712

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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-955111	011597-01 MARIA EUGENIA YO	06/27/2024	87.30	TC240136-001	87.30	01-0700-0-1460-3140-5200-000	JUN24 MILEAGE
W-955112	000499-03 NASCO	06/27/2024	532.98	PO240983-003	532.98	01-9354-0-1110-1000-4300-556	598983
W-955113	006911-02 O'CONNOR-BROWN,	06/27/2024	7,531.90	PV240870-001	7,531.90	01-6266-0-1110-2140-5800-750	CREDENTIAL REIMB
W-955114	007442-01 SAN JOAQUIN C.O.	06/27/2024	165.00	PO240551-012	165.00	01-6500-0-5001-2100-5800-730	ARD24-04041
W-955115	011141-01 THE AVALON ACADE	06/27/2024	48,428.50	PO240543-011	11,568.00	01-6500-0-5750-1180-5100-730	5987
			48,428.50	PO240543-011	1,920.00	01-6500-0-5750-1180-5867-730	5987
			48,428.50	PO240543-011	2,573.50	01-6500-0-5750-1180-5864-730	5987
			48,428.50	PO240543-011	1,520.00	01-6500-0-5750-1180-5800-730	5987
			48,428.50	PO240809-005	11,568.00	01-6500-0-5750-1180-5100-730	5988
			48,428.50	PO240809-005	960.00	01-6500-0-5750-1180-5867-730	5988
			48,428.50	PO240809-005	626.00	01-6500-0-5750-1180-5864-730	5988
			48,428.50	PO240809-005	400.00	01-6500-0-5750-1180-5800-730	5988
			48,428.50	PO240540-011	11,568.00	01-6500-0-5750-1180-5100-730	5989
			48,428.50	PO240540-011	2,400.00	01-6500-0-5750-1180-5867-730	5989
			48,428.50	PO240540-011	1,725.00	01-6500-0-5750-1180-5864-730	5989
			48,428.50	PO240540-011	1,600.00	01-6500-0-5750-1180-5800-730	5989
W-955116	009346-01 U S BANK CORP PA	06/27/2024	1,160.55	PV240872-001	722.52	01-6010-0-1110-4000-4300-101	4246 0470 0103 6
			1,160.55	PV240872-001	136.97	12-6105-0-0001-1000-4300-100	4246 0470 0103 6
			1,160.55	PV240872-001	90.99	13-5310-0-0000-3700-4712-331	4246 0470 0103 6
			1,160.55	PV240872-001	112.08	01-0000-0-0000-7400-4300-750	4246 0470 0103 6
			1,160.55	PV240872-001	84.91	01-0000-0-0000-7300-4300-720	4246 0470 0103 6
			1,160.55	PV240852-001	13.08	01-7010-0-3800-1000-4300-331	4246 0446 6404 9

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41 Cabrillo Unified School District **Fiscal Year: 2024**

Warrant/EFT Count: 206 **Total Warrant/EFT Amount:** 2,734,858.75

ACCOUNTS PAYABLE WARRANT/EFT REPORT

Report Cover Sheet

General Settings

Report Name	ACCOUNTS PAYABLE WARRANT/EFT REPORT
Printed	7/25/2024 9:22:55 AM
District	41
Logon	MarshJ
Fiscal Year	2025

Options

Report Title	WARRANT REGISTER 07/01/24-07/25/24

Sorting

Sort By	Warrant/EFT#

Filters

Payment Type	District
Form of Payment	ALL
From Date Paid	07/01/2024
To Date Paid	07/25/2024
Year	2025
District	41

WARRANT REGISTER 07/01/24-07/25/24
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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-956147	000550-01 PACIFIC GAS AND	07/09/2024	12,599.38	CL240009-001	170.66	01-0000-0-0000-8205-5502-211	0130358105-0/062
			12,599.38	CL240009-001	10,699.63	01-0000-0-0000-8205-5502-105	0130358105-0/062
			12,599.38	CL240009-001	268.49	01-0000-0-0000-8205-5502-720	0130358105-0/062
			12,599.38	CL240008-001	1,460.60	01-0000-0-0000-8205-5502-601	5189451218-8/062
W-956148	009346-01 U S BANK CORP PA	07/09/2024	4,591.73	CL240007-001	255.22	01-9587-0-1302-1000-4300-331	4246 0446 6104 9
			4,591.73	CL240010-001	34.61	01-0000-0-0000-2421-4300-790	4246 0470 0103 6
			4,591.73	CL240011-001	87.00	11-6391-0-4110-2700-4300-561	4246 0470 0103 6
			4,591.73	CL240012-001	150.00	01-7010-0-3800-1000-4300-331	4246 0446 6404 9
			4,591.73	CL240013-001	1,933.75	01-7010-0-3800-1000-5200-331	4246 0446 6404 9
			4,591.73	CL240014-001	8.10	01-7010-0-3800-1000-4300-331	4246 0446 6404 9
			4,591.73	CL240015-001	5.47	01-7010-0-3800-1000-4300-331	4246 0446 6404 9
			4,591.73	CL240001-001	350.00	01-6387-0-1110-1000-4300-331	4246 0446 6104 9
			4,591.73	CL240002-001	435.00	01-6387-0-1110-1000-5200-331	4246 0446 6104 9
			4,591.73	CL240002-002	85.00	01-6387-0-1110-1000-5200-331	4246 0446 6104 9
			4,591.73	CL240003-001	18.05	01-7010-0-3800-1000-4300-331	4246 0446 6104 9
			4,591.73	CL240003-002	228.58	01-7010-0-3800-1000-4300-331	4246 0446 6104 9
			4,591.73	CL240003-003	144.38	01-7010-0-3800-1000-4300-331	4246 0446 6104 9
			4,591.73	CL240004-001	100.00	01-7010-0-3800-1000-4300-331	4246 0446 6104 9
			4,591.73	CL240005-001	455.47	01-7010-0-3800-1000-4300-331	4246 0446 6104 9
			4,591.73	CL240005-002	120.33	01-7010-0-3800-1000-4300-331	4246 0446 6104 9
			4,591.73	CL240005-003	180.77	01-7010-0-3800-1000-4300-331	4246 0446 6104 9
W-956149	012168-01 SANTA CRUZ SEASI	07/09/2024	2,083.12	PV250001-001	2,083.12	01-0111-0-1110-1000-5210-556-0103	R# 1047017000

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-956150	011547-01 LONGAKER, LISA	07/09/2024	475.00	CL240016-001	475.00	01-6387-0-1110-1000-5200-331	062724 REIMB.
W-956577	000105-04 BFI OF CA OX MTN	07/11/2024	8.34	CL240044-002	8.34	01-0000-0-0000-8205-5504-720	4227-000068369
W-956578	006312-02 COUNTY OF SAN MA	07/11/2024	6,110.00	PV250003-001	6,110.00	01-0000-0-0000-7400-5810-750	4042
W-956579	009346-01 U S BANK CORP PA	07/11/2024	241.81	CL240028-001	221.81	11-6391-0-4110-1000-4300-561	4246 0470 0103 6
			241.81	CL240025-001	20.00	11-6391-0-4110-2700-5100-561	4246 0470 0103 6
W-956580	012169-01 ROUND TABLE PIZZ	07/11/2024	201.18	PV250004-001	201.18	01-0111-0-1110-1000-4300-556-301	31932017
W-956581	000105-04 BFI OF CA OX MTN	07/11/2024	404.63	CL240044-001	404.63	01-0000-0-0000-8205-5504-720	4227-00068248
W-956582	009346-01 U S BANK CORP PA	07/11/2024	14,325.86	CL240037-001	20.76	01-8150-0-0000-8110-4300-780	4246 0470 0103 6
			14,325.86	CL240038-001	32.50	01-8150-0-0000-8110-4300-780	4246 0470 0103 6
			14,325.86	CL240033-001	202.06	01-3061-0-7110-2490-4300-745	4246 0470 0103 6
			14,325.86	CL240031-001	79.92	01-2600-0-0000-2490-4300-000	4246 0470 0103 6
			14,325.86	CL240034-001	375.27	01-2600-0-0000-2490-4300-000	4246 0470 0103 6
			14,325.86	CL240024-001	9,141.84	01-0000-0-0000-2421-4300-790	4246 0470 0103 6
			14,325.86	CL240030-001	507.42	01-8150-0-0000-8110-4300-780	4246 0470 0103 6
			14,325.86	CL240036-001	751.15	01-0111-0-1110-1000-4300-331-503	4246 0470 0103 6
			14,325.86	CL240026-001	51.45	11-6391-0-4110-1000-4300-561	4246 0470 0103 6
			14,325.86	CL240026-001	51.44	01-0420-0-3350-1000-4300-420	4246 0470 0103 6
			14,325.86	CL240027-001	128.47	01-2600-0-0000-2490-4300-000	4246 0470 0103 6
			14,325.86	CL240029-001	285.88	01-2600-0-0000-2490-4300-000	4246 0470 0103 6
			14,325.86	CL240043-001	201.08	01-8150-0-0000-8110-4300-780	4246 0470 0103 6
			14,325.86	CL240042-001	217.66	01-2600-0-0000-2490-4300-000	4246 0470 0103 6
			14,325.86	CL240041-001	622.61	01-8150-0-0000-8110-5603-780	4246 0470 0103 6

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			14,325.86	CL240040-001	52.65	01-0000-0-0000-7400-5800-750	4246 0470 0103 6
			14,325.86	CL240032-001	90.00	01-0000-0-0000-7300-4300-720	4246 0470 0103 6
			14,325.86	CL240032-002	200.00	01-0000-0-0000-7300-4300-720	4246 0470 0103 6
			14,325.86	CL240032-003	60.00	01-0000-0-0000-7300-4300-720	4246 0470 0103 6
			14,325.86	CL240032-004	590.00	01-0000-0-0000-7300-4300-720	4246 0470 0103 6
			14,325.86	CL240032-005	60.00	01-0000-0-0000-7300-4300-720	4246 0470 0103 6
			14,325.86	CL240039-001	254.24	01-2600-0-0000-2490-4300-000	4246 0470 0103 6
			14,325.86	CL240035-001	76.56	01-0000-0-0000-7400-4300-750	4246 0470 0103 6
			14,325.86	CL240022-001	272.90	01-6010-0-1110-4000-4300-101	4246 0470 0103 6
W-956583	011654-01 U.S. BANK - PARS	07/11/2024	78,703.88	PV250002-001	74,736.66	01-0000-0-1110-1000-3901-000	3W-SRP21A
			78,703.88	PV250002-001	3,967.22	01-0000-0-0000-7200-3902-000	3W-SRP21A
W-956584	012083-01 GUZMAN, VICTOR	07/11/2024	3,894.40	PV250005-001	3,894.40	01-6266-0-1110-2140-5800-750	062524 REIMB.
W-956585	012131-01 AAA FENCE COMPAN	07/11/2024	135,485.10	CL240082-001	110,375.10	21-9711-0-9205-8520-6170-105	2586
			135,485.10	CL240080-001	25,110.00	21-9711-0-9205-8520-6170-105	2634
W-956586	012054-01 CORE WEST INC	07/11/2024	1,454,806.31	CL240083-001	1,454,806.31	21-9711-0-9645-8520-6200-103	12
W-956587	012132-01 RODAN BUILDERS I	07/11/2024	725,393.97	CL240079-001	725,393.97	21-9711-0-9640-8520-6200-101	3
W-956588	012100-01 ANCHOR RELOCATIO	07/11/2024	2,347.00	CL240054-001	2,347.00	21-9711-0-9645-8520-5603-103	24-04
W-956589	011592-01 ARC DOCUMENT SOL	07/11/2024	2,850.70	CL240057-001	1,923.74	21-9711-0-9006-8520-5800-000	12471084
			2,850.70	CL240055-001	926.96	21-9711-0-9006-8520-5800-000	12512139
W-956590	011427-01 COLBI TECHNOLOGI	07/11/2024	920.00	CL240072-001	920.00	21-9711-0-9006-8520-5800-000	11334
W-956591	011715-01 EARTH SYSTEMS	07/11/2024	880.00	CL240061-001	880.00	21-9711-0-9640-8520-5800-101	848112
W-956592	012127-01 PENINSULA TREE C	07/11/2024	525.00	CL240058-001	525.00	21-9711-0-9645-8520-5603-103	2024-0421

WARRANT REGISTER 07/01/24-07/25/24
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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-956593	008772-01 SSA LANDSCAPE AR	07/11/2024	2,605.00	CL240059-004	1,733.25	21-9711-0-9638-8520-5800-211	7767
			2,605.00	CL240059-002	871.75	21-9711-0-9638-8520-5800-211	7841
W-956594	006662-01 THE BANK OF NEW	07/11/2024	3,250.00	CL240052-001	750.00	01-0000-0-0000-7300-5800-720	252-2638982
			3,250.00	CL240052-002	750.00	01-0000-0-0000-7300-5800-720	252-2638981
			3,250.00	CL240052-003	750.00	01-0000-0-0000-7300-5800-720	252-2638980
			3,250.00	CL240052-004	500.00	01-0000-0-0000-7300-5800-720	252-2639035
			3,250.00	CL240052-005	500.00	01-0000-0-0000-7300-5800-720	252-2639036
W-956595	012076-01 CIS INC	07/11/2024	36,706.00	CL240075-001	14,400.00	21-9711-0-9645-8520-6290-103	FV MOD-09
			36,706.00	CL240074-001	784.00	21-9711-0-9657-8520-5800-000	HATCH 04
			36,706.00	CL240074-002	3,822.00	21-9711-0-9657-8520-5800-000	HATCH 03
			36,706.00	CL240073-001	2,400.00	21-9711-0-9640-8520-6290-101	EG 01
			36,706.00	CL240073-002	15,300.00	21-9711-0-9640-8520-6290-101	EG 02
W-956596	009013-01 DAILY JOURNAL CO	07/11/2024	2,054.32	CL240050-001	528.00	21-9711-0-9006-8520-5800-000	1124131167
			2,054.32	CL240050-001	988.24	21-9711-0-9644-8520-5800-101	1124131167
			2,054.32	CL240050-001	538.08	01-0000-0-0000-7300-5800-720	1124131167
W-956597	010763-01 QUATTROCCHI KWOK	07/11/2024	379,083.41	CL240065-001	1,964.54	21-9711-0-9640-8520-6210-101	26215
			379,083.41	CL240064-001	67,703.15	21-9711-0-9640-8520-6210-101	26214
			379,083.41	CL240062-001	11,569.60	21-9711-0-9640-8520-6210-101	26213
			379,083.41	CL240062-002	297,846.12	21-9711-0-9640-8520-6210-101	25789
W-956598	011074-01 SAN MATEO DAILY	07/11/2024	3,312.00	CL240051-001	3,312.00	21-9711-0-9661-8520-5800-100	12520
W-956599	012129-01 SCHREDER AND BRA	07/11/2024	187,767.02	CL240071-001	131,425.85	21-9711-0-9661-8520-6170-000	4
			187,767.02	CL240070-001	56,341.17	21-9711-0-9661-8520-6170-000	5

WARRANT REGISTER 07/01/24-07/25/24
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-956600	008772-01 SSA LANDSCAPE AR	07/11/2024	1,993.50	CL240059-001	1,100.50	21-9711-0-9638-8520-5800-211	7970
			1,993.50	CL240059-003	893.00	21-9711-0-9638-8520-5800-211	7815
W-956601	011744-01 STUDIO W ARCHITE	07/11/2024	37,717.48	CL240077-001	269.85	21-9711-0-9645-8520-6210-103	47549
			37,717.48	CL240076-001	37,447.63	21-9711-0-9658-8520-6210-331	47605
W-957320	010760-01 THE LUNCH MASTER	07/16/2024	15,937.50	CL240091-001	6,667.50	13-5310-0-0000-3700-4710-556	CUMC062824
			15,937.50	CL240092-001	9,270.00	13-5310-0-0000-3700-4710-556	CUAH062824
W-957321	004891-03 ORKIN	07/16/2024	155.99	CL240089-001	155.99	13-5310-0-0000-8205-5504-331	263219905
W-957322	009236-02 AU, YULANDA	07/16/2024	109.08	CL240048-001	109.08	01-0111-0-1110-1000-4300-556-301	062724 REIMB.
W-957323	007418-02 BARNES, JAMES	07/16/2024	540.02	CL240099-001	540.02	01-6266-0-1420-2140-5200-740	070324 REIMB.
W-957324	010782-02 BENDANA, LIZETH	07/16/2024	583.50	CL240053-001	583.50	01-0111-0-1110-1000-5210-556-0103	062824 REIMB.
W-957325	011375-02 BHATIA, LETICIA	07/16/2024	362.96	CL240085-001	74.22	01-0111-0-1420-2140-5200-740-0101	070224 REIMB.
			362.96	CL240085-001	99.29	01-4035-0-1420-2140-5200-740	070224 REIMB.
			362.96	CL240085-001	189.45	01-0111-0-1420-2140-5200-740-0401	070224 REIMB.
W-957326	008323-02 HARO, YUDI L	07/16/2024	53.74	CL240068-001	53.74	12-6105-0-0001-1000-4300-100	070924 REIMB.
W-957327	011562-01 HOPSKIPDRIVE INC	07/16/2024	704.51	CL240020-001	704.51	01-6500-0-5750-1180-5863-730	22188
W-957328	008337-02 JONES, DAVID	07/16/2024	419.00	CL240086-001	118.78	01-6266-0-1420-2140-5200-740	070224 REIMB.
			419.00	CL240088-001	300.22	01-6266-0-1420-2140-5200-740	070924 REIMB.
W-957329	012171-01 JUE, JUSTIN	07/16/2024	259.74	CL240103-001	59.50	01-0111-0-1110-1000-5210-556-301	062724 REIMB.
			259.74	CL240103-002	200.24	01-0111-0-1110-1000-5210-556-301	062724 REIMB.2
W-957330	006767-02 KRABBENSCHMIDT,	07/16/2024	53.74	CL240069-001	53.74	12-6105-0-0001-1000-4300-100	070924 REIMB.
W-957331	011905-01 LESLYE VALENCIA	07/16/2024	72.27	CL240063-001	57.54	01-3010-0-1110-1000-4300-556	070924 REIMB.
			72.27	CL240056-001	14.73	01-0111-0-1110-1000-4300-556-301	070824 REIMB.

WARRANT REGISTER 07/01/24-07/25/24
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-957332	011171-01 ON POINT LANGUAG	07/16/2024	1,847.25	CL240019-001	1,847.25	01-6500-0-5001-2100-5800-730	SPED/06-2024
W-957333	011334-01 RAMIREZ, KARINA	07/16/2024	53.74	CL240066-001	53.74	12-6105-0-0001-1000-4300-100	070924 REIMB.
W-957334	012134-01 SHAW LAW GROUP	07/16/2024	2,500.00	CL240101-001	2,500.00	01-0000-0-0000-3900-5800-750	45237
W-957335	008426-02 SPRINGER, MAILE	07/16/2024	30.59	CL240047-001	30.59	01-0111-0-1110-1000-4300-556-301	062624 REIMB.
W-957336	012167-01 CITY OF PALO ALT	07/16/2024	310.00	PO250056-001	310.00	01-2600-0-1110-1000-5210-000	071624
W-957337	012049-01 M & G QUALITY CL	07/16/2024	8,832.00	PO250040-001	8,832.00	01-8150-0-0000-8110-5800-780	1058
W-957338	012166-01 SKY ZONE SAN CAR	07/16/2024	774.75	PO250063-001	774.75	01-2600-0-0000-2490-4300-000	#58275914
W-957339	012049-01 M & G QUALITY CL	07/16/2024	11,040.00	PO250040-002	11,040.00	01-8150-0-0000-8110-5800-780	1061
W-957965	011933-01 CARY, NICHOLAS	07/18/2024	160.80	TC250002-001	160.80	01-0000-0-0000-2140-5200-790	MILEAGE CLAIM JU
W-957966	009452-01 CIF	07/18/2024	870.24	PO250035-001	870.24	01-9335-0-1110-4200-5800-331	CIFCCS-11495
W-957967	009028-01 PENINSULA ATHLET	07/18/2024	10,948.00	PO250036-001	10,948.00	01-9335-0-1110-4200-5800-331	PAL TRUSTEE ACCO
W-957968	007561-02 PERRICK, PATRICI	07/18/2024	25.73	TC250003-001	25.73	01-0211-0-1210-1000-5200-211	MILEAGE CLAIM JU
W-957969	009405-02 ANTONIO, ERIC	07/18/2024	120.06	TC250001-001	120.06	01-0000-0-0000-2140-5200-790	MILEAGE CLAIM JU
W-957970	006330-01 INFANZON, JOSEFI	07/18/2024	50.92	TC250004-001	50.92	01-6266-0-1420-2140-5200-740	MILEAGE CLAIM JU
W-957971	011956-01 LEXIA LEARNING S	07/18/2024	30,675.00	PO250019-001	30,675.00	01-0111-0-1110-1000-4300-740-201	7987904
W-957972	011951-01 CESILIA GUTIERRE	07/18/2024	378.65	PV250008-001	378.65	01-2600-0-1110-1000-4300-556	071524_REIMB.
W-957973	012172-01 DULCE PENALOZA	07/18/2024	25.48	PV250009-001	25.48	01-2600-0-1110-1000-4300-556	071624_REIMB.
W-957974	011264-01 BLACK TIE TRANSP	07/18/2024	2,311.07	PO250046-001	2,311.07	01-0111-0-1110-1000-5210-556-0103	6515485
W-957975	012153-01 LUXBUS	07/18/2024	1,153.73	PO250034-001	1,153.73	01-3010-0-1110-1000-5210-556	108215
W-957976	005037-01 TK ELEVATOR CORP	07/18/2024	1,592.04	PO250098-001	1,592.04	01-8150-0-0000-8110-5602-780	3007996490
W-957977	005037-02 TK ELEVATOR CORP	07/18/2024	1,200.00	PO250095-001	1,200.00	01-8150-0-0000-8110-5602-780	3007994842
W-957978	000632-01 CITY OF HALF MOO	07/18/2024	232.00	PO250101-001	58.00	01-0000-0-0000-8210-5603-782	AL-04872 CUSD

WARRANT REGISTER 07/01/24-07/25/24
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			232.00	PO250101-002	58.00	01-0000-0-0000-8210-5603-782	AL-07308 HATCH
			232.00	PO250101-003	58.00	01-0000-0-0000-8210-5603-782	AL-05857 HMBHS
			232.00	PO250101-004	58.00	01-0000-0-0000-8210-5603-782	AL-05729 CUNHA
W-957979	005779-01 HD SUPPLY	07/18/2024	2,334.14	PO250136-001	2,334.14	01-8150-0-0000-8110-4300-780	813720521
W-957980	000749-01 SEGURA, ROSALVA	07/18/2024	109.86	PV250010-001	109.86	01-2600-0-0000-2490-4300-000	07162024_REIMB.
W-958605	012017-01 CASTILLO, ISRAEL	07/23/2024	889.65	CL240046-001	889.65	01-3010-0-1110-1000-5210-556	062524 REIMB.
W-958606	011939-02 ERSKINE, GEORGE	07/23/2024	431.48	CL240017-001	431.48	01-6500-0-5001-2100-5200-730	070124 REIMB.
W-958607	007476-01 ESTHER B CLARK S	07/23/2024	12,520.20	CL240018-001	7,864.50	01-6500-0-5750-1180-5100-730	125315
			12,520.20	CL240018-001	2,071.70	01-6500-0-5750-1180-5861-730	125315
			12,520.20	CL240018-001	2,584.00	01-6500-0-5750-1180-5863-730	125315
W-958608	006330-01 INFANZON, JOSEFI	07/23/2024	74.00	CL240087-001	74.00	01-6266-0-1420-2140-5200-740	070224 REIMB.
W-958609	011760-02 MARABEL, TATIANA	07/23/2024	493.87	CL240049-001	493.87	01-0000-0-0000-2421-4300-790	062624 REIMB.
W-958610	000139-01 SCHOOL SERVICES	07/23/2024	4,500.00	CL240100-001	4,500.00	01-0000-0-0000-7300-5800-720	0140582-IN
W-958611	009206-01 TRADE CREDIT SER	07/23/2024	1,618.38	CL240045-001	148.45	01-3550-0-3800-1000-4300-331	STMT# 1656465628
			1,618.38	CL240098-001	1,040.28	01-8150-0-0000-8110-4300-780	STMT# 1656584200
			1,618.38	CL240098-001	429.65	01-0000-0-0000-8220-4300-785	STMT# 1656584200
W-958612	012019-01 VANIR CONSTRUCTI	07/23/2024	78,000.00	CL240102-001	78,000.00	21-9711-0-9006-8520-5800-000	178585
W-958613	011846-02 WALERA, KATE	07/23/2024	53.88	CL240060-001	53.88	01-0111-0-1110-1000-4300-556-301	070224 REIMB.
W-958614	009565-01 BUS & EQUIPMENT	07/23/2024	518.87	PO250099-001	518.87	01-9723-0-0000-3600-5603-788	78209
W-958615	010633-01 GLOBAL EQUIPMENT	07/23/2024	1,198.30	PO250121-001	1,198.30	01-8150-0-0000-8110-4300-780	122102584
W-958616	012153-02 LUXBUS	07/23/2024	3,052.64	PO250038-001	3,052.64	01-2600-0-1110-1000-5210-556	108814
W-958617	011544-03 NEARPOD INC	07/23/2024	3,953.13	PO250053-001	3,953.13	01-0111-0-1110-1000-4300-740-0101	INVN598804

WARRANT REGISTER 07/01/24-07/25/24
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-958618	007767-02 PEARSON ASSESSME	07/23/2024	695.00	PO250064-001	695.00	01-6500-0-5001-2100-4300-730	25697671
W-958619	009508-01 RESOURCE SOLUTIO	07/23/2024	779.03	PO250130-001	779.03	01-8150-0-0000-8110-4300-780	31661
W-958620	011438-02 ACSIG	07/23/2024	4,172.16	CL240139-001	4,172.16	01-0000-0-0000-0000-9572-000	30098994-0390JUN
W-958621	006312-02 COUNTY OF SAN MA	07/23/2024	4,610.00	CL240141-001	4,610.00	01-0000-0-0000-7400-5810-750	4446
W-958622	011622-01 VALENCIA'S PAINT	07/23/2024	5,700.00	CL240093-001	5,700.00	01-9610-0-0001-8500-5800-100	062424
W-958623	011438-01 ACSIG	07/23/2024	35,429.01	CL240140-001	35,429.01	01-0000-0-0000-0000-9571-000	20441-JUNE24
W-958624	008107-01 CDE	07/23/2024	21,271.98	CL240142-001	21,271.98	13-5314-0-0000-0000-8290-000	C-072785
W-958625	000061-01 DANNIS WOLIVER K	07/23/2024	18,027.51	CL240143-001	930.00	01-0000-0-0000-7150-5810-710	JUNE 2024
			18,027.51	CL240143-001	1,150.50	01-0000-0-0000-7400-5810-750	JUNE 2024
			18,027.51	CL240143-001	9,334.20	01-0000-0-0000-7111-5810-750	JUNE 2024
			18,027.51	CL240143-001	759.81	01-0000-0-0000-7112-5810-750	JUNE 2024
			18,027.51	CL240143-001	5,853.00	21-9711-0-9006-8500-5810-000	JUNE 2024
W-958626	012011-01 SMCSIG-HEALTH CA	07/23/2024	387,171.05	CL240144-001	365,068.48	01-0000-0-0000-0000-9564-000	JUNE 2024
			387,171.05	CL240144-001	22,102.57	01-0000-0-0000-0000-9553-000	JUNE 2024
W-958627	010685-01 TMP SERVICES	07/23/2024	50,226.88	CL240094-001	17,930.00	01-9610-0-0001-8500-6400-100	48825
			50,226.88	CL240095-001	32,296.88	01-9610-0-0001-8500-6400-100	48849
W-958628	009260-02 BRAIN POP	07/23/2024	11,190.00	PO250023-001	11,190.00	01-0111-0-1110-1000-4300-740-201	US512456
W-958629	007419-01 CLARK PEST CONTR	07/23/2024	680.00	PO250037-001	680.00	01-8150-0-0000-8110-5800-780	35742757
W-958630	011239-01 LEARNING ALLY IN	07/23/2024	10,230.40	PO250054-001	10,230.40	01-6500-0-5001-2100-4300-730	138982
W-958631	008272-01 LOPEZ, GERRY	07/23/2024	6,000.00	PO250168-001	6,000.00	01-3061-0-7110-2490-5800-556	CUSD71024
W-958632	005061-01 SULLIVAN, JACKIE	07/23/2024	26.21	PO250159-001	26.21	01-0000-0-0000-7111-4300-750	07182024_REIMB.
W-958633	011588-02 TRAFERA LLC	07/23/2024	14,308.12	PO250006-001	9,600.00	21-9711-0-9742-8520-4400-790	I001083217

WARRANT REGISTER 07/01/24-07/25/24
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			14,308.12	PO250052-001	4,708.12	01-0000-0-0000-2421-4300-790	I001083308

Warrant/EFT Count: 94 **Total Warrant/EFT Amount:** 3,875,985.99

Coversheet

Excess Reserves Statement 08.08.2024

Section: III. Consent Agenda
Item: O. Excess Reserves Statement 08.08.2024
Purpose: FYI
Submitted by: Jennifer Marsh
Related Material: Appendix_B_Statement_of_Reasons_for_Excess_Reserves.pdf

BACKGROUND:

Education Code section 42127 (a)(2)(B) requires a statement of the reasons that substantiate the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties.

The minimum recommended reserve for economic uncertainties for the current fiscal year identified in the budget are as follows:

- 2024-25: 3% or $1,360,122

The combined assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve for economic uncertainties for each fiscal year identified in the budget are as follows:

- 2024-25: $1,348,406.04

The financial impact is detailed in the proposed 2024-2025 district budget.

RECOMMENDATION:

This item is for informational purposes only.

Prepared by Holly Lynne.

District: Cabrillo Unified School District
CDS #: 41 68890

Adopted Budget
2024-25 Budget Attachment
Balances in Excess of Minimum Reserve Requirements

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

(Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.)

Combined Assigned and Unassigned/unappropriated Fund Balances

Form	Fund	2024-25 Adopted Budget	
			Add total of Object Codes 9780/9789/9790 from:
01	General Fund	$4,199,581.76	<-- a) Form 01
17	Special Reserve Fund for Other Than Capital Outlay Projects	$78,766.00	<-- b) Form 17
	Total Assigned and Unassigned Ending Fund Balances	$4,278,347.76	
	District Standard Reserve Level	3%	<-- Source: Form 01CS Line 10B-4
	Less District Minimum Reserve for Economic Uncertainties	$1,360,122.00	<-- Source: Form 01CS Line 10B-7
	Total Assigned & Unassigned Ending Balance in Excess of Minimum	**$2,918,225.76**	

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties:

SACS Form	Fund	2024-25 Adopted Budget	Description of Need
			(These are samples only; please modify as appropriate)
01	General Fund	$2,839,459.76	Reserve for Econimic Uncertainties
01	General Fund	$0.0	
01	General Fund	$0.0	
01	General Fund	$0.0	
01	General Fund	$0.0	
17	Special Reserve Fund for Other Than Capital Outlay Projects	$78,766.00	Reserve for Econimic Uncertainties
17	Special Reserve Fund for Other Than Capital Outlay Projects	$0.00	
	Insert Lines above as needed		
	Total of Substantiated Needs	**$2,918,225.76**	
	Remaining Unsubstantiated Balance	$0.00	Balance should be Zero

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

Coversheet

Quarterly Report on Williams Uniform Complaints

Section: III. Consent Agenda
Item: P. Quarterly Report on Williams Uniform Complaints
Purpose: Vote
Submitted by: Amber Lee-Alva
Related Material: 2023-24_Williams_UCP_Report_Q4.pdf

BACKGROUND:

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

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

During the fourth quarter of the 2023-24 school year, the CUSD received zero (0) Williams complaints.

There is no financial impact to the General Fund.

RECOMMENDATION:

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

Prepared by Rosibel Acosta.

SAN MATEO COUNTY OFFICE OF EDUCATION

Excellence and Equity in Education

Quarterly Report – *Williams* Uniform Complaints
[Education Code § 35186]

District: Cabrillo Unified School District

Name & Title of Preparer: Rosibel Acosta, Administrative Assistant to the Superintendent

Quarter Reported: (check one)

- ☐ 1st Quarter: July 2023 through September 2023 – Due October 2023
- ☐ 2nd Quarter: October 2023 through December 2023 – Due January 2024
- ☐ 3rd Quarter: January 2024 through March 2024 – Due April 2024
- ☑ 4th Quarter: April 2024 through June 2024 – Due July 2024

Date for information to be reported publicly at governing board meeting: 08/08/2024

Please check the box that applies:

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

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints. **Copies of the complaint and the district's written response will be submitted along with this report.**

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

Amber Lee-Alva

Name & Signature of Superintendent

Date: 08/09/2024

Sign and date the report ***after*** it is presented at your board meeting. Please submit the executed report to Systems for District Improvement via email at sdi@smcoe.org.

Coversheet

Change in Board Meeting Starting Time from 6:00 PM to 6:30 PM

Section:	III. Consent Agenda
Item:	Q. Change in Board Meeting Starting Time from 6:00 PM to 6:30 PM
Purpose:	Vote
Submitted by:	Amber Lee-Alva
Related Material:	2024_Board_Meetings_Schedule_APPD_231214_Revised_240808.pdf 9320 BB Meetings And Notices_240808_DRAFT.pdf

BACKGROUND:

Pursuant to Board Bylaw 9100, the Governing Board is required to hold an annual organizational meeting where the schedule of regular meetings for the year is approved. Historically, regular meetings have been scheduled for 6:00 p.m. on the second or third Thursday of each month. This timing has been a fixture of our governance structure and has facilitated effective planning and participation in Board activities.

At the June 27, 2024, meeting, the Board deliberated on optimizing the timing of our regular meetings. After careful consideration, a decision was made to adjust the starting time of our meetings from 6:00 p.m. to 6:30 p.m. This change is intended to accommodate the schedules of Board members and stakeholders more effectively, thereby enhancing overall participation and engagement in Board proceedings.

This change to the general fund has no financial impact. The adjustment in meeting time primarily affects scheduling logistics and operational planning.

RECOMMENDATION:

Staff recommends approval of the revised schedule of regular Governing Board meetings for the year 2024, reflecting the new starting time of 6:30 p.m. Furthermore, Board Bylaw 9320 must be amended to formally reflect the updated meeting time in our governing documents.

Prepared by Rosibel Acosta.

14CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue • Half Moon Bay, CA 94019
Superintendent's Office

Schedule of Regular Governing Board Meetings for 2024

DATE	TIME
Thursday, January 18, 2024*	6:00 p.m.
Thursday, February 15, 2024*	6:00 p.m.
Thursday, March 14, 2024	6:00 p.m.
Thursday, April 11, 2024	6:00 p.m.
Thursday, May 9, 2024	6:00 p.m.
Thursday, June 13, 2024	6:00 p.m.
Thursday, June 27, 2024*	6:00 p.m.
July - TBD	TBD
Thursday, August 8, 2024	6:30 p.m.
Thursday, September 12, 2024	6:30 p.m.
Thursday, October 10, 2024	6:30 p.m.
Thursday, November 14, 2024	6:30 p.m.
Thursday, December 12, 2024	6:30 p.m.

**Not the second Thursday of the month.*

Bylaw 9320: Meetings And Notices

Status: DRAFT

Original Adopted Date: 02/12/2009 | **Last Revised Date:** 06/13/2024 | **Last Reviewed Date:** TBD

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with applicable open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide the opportunity for members of the public to directly address the Board. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

A Board meeting exists whenever a majority of Board members gather at the same time and location, including teleconference location as permitted by Government Code 54953, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the Board. (Government Code 54952.2)

In accordance with law and as specified in Board Bylaw 9012 - Board Member Electronic Communications, a majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

However, the Superintendent or designee may engage in separate conversations or communications with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. Any doubt about a request for accommodation shall be resolved in favor of accessibility. Notice of the procedure for receiving and resolving such requests for accommodation shall be given in each instance in which notice of the time of a meeting is otherwise given or the agenda for the meeting is otherwise posted. (Government Code 54953, 54953.2, 54954.1, 54954.2)

Regular Meetings

Unless otherwise determined by the Board, the Board shall hold one regular meeting(s) each month starting at ~~6:00~~ 6:30 p.m. on the second or third Thursday of the month at Cunha Intermediate School, 600 Church Street, Half Moon Bay, California.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's website. (Government Code 54954.2)

Consistent with Government Code 54957.5 and Board Bylaw 9322 - Agenda/Meeting Materials, whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose. The records shall be posted on the district website at the time the materials are distributed to all or a majority of the Board if distributed outside of business hours.

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members on any topic within the subject matter jurisdiction of the Board unless otherwise prohibited by law or as specified in BB 9323.2 - Actions by the Board. (Government Code 54956)

At least 24 hours before the time of the meeting, written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's website, and, at least 24 hours before the time of the meeting, in a location freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Education Code 35144; Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. (Government Code 54956.5)

The Board may meet in closed session during emergency meetings so long as two-thirds of the members present at the meeting agree or, if less than two-thirds of the members are present, by unanimous vote of the members present. (Government Code 54956.5)

The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification shall be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time notification is given to the other members of the Board. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

An *emergency* means a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board. (Government Code 54956.5)

A *dire emergency* means a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board. (Government Code 54956.5)

Adjourned/Continued Meetings

The Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn/continue such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned/continued to a later time and location and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment/continuance, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the location where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may convene a study session or public forum to study an issue in more detail or to receive information

from staff or feedback from members of the public. The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships. Any such meeting, regardless of title or topic, shall be held as a regular or special meeting, as appropriate, and shall comply with all other requirements for regular or special meetings. (Government Code 54956)

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members

2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern

3. An open and noticed meeting of another body of the district

4. An open and noticed meeting of a legislative body of another local agency

5. A purely social or ceremonial occasion

6. An open and noticed meeting of a standing committee of the Board established pursuant to Board Bylaw 9130 - Board Committees, provided that the Board members who are not members of the standing committee attend only as observers

Individual contacts or conversations between a Board member and any other person that are not part of a series of communications prohibited by the Brown Act are permitted. (Government Code 54952.2)

Location of Meetings

Unless the Board is holding a teleconference meeting during a proclaimed state of emergency, all meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party

2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property

3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law

4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district

5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction

6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility

7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs

8. Attend conferences on nonadversarial collective bargaining techniques

9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district

10. Interview a potential employee from another district

All meetings, regardless of location, shall comply with the applicable notice and open meeting requirements. Additionally, no such meeting may be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, which is inaccessible to individuals with disabilities, or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

If a fire, flood, earthquake, or other emergency renders the posted regular or special meeting location unsafe and the deadline for posting the location has passed, the meeting shall be held at a location designated by the Board president or designee, who shall so inform all news media who have requested notice of meetings pursuant to Government Code 54956 by the most rapid available means of communication.

Traditional Teleconferencing

A Board member may participate in any meeting by teleconference, which includes both audio or video/audio so long as the following conditions are met: (Government Code 54953)

1. All votes taken during the meeting are by rollcall

2. The meeting is conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency

3. The location of the Board member participating by teleconference is open and accessible to the public during the meeting, except during closed session, such that members of the public may observe in person the Board member participating by teleconference, may hear/listen to the meeting to the same extent as the Board member participating by teleconference, and may make public comment during the same portion of the agenda as others members of the public from the same location as the Board member participating by teleconference

4. The location of the Board member participating by teleconference is noted in the agenda and the agenda is posted at the location of the Board member participating by teleconference in advance of the meeting as statutorily required based on the type of meeting

5. At least a quorum of the members is within the district boundaries.

Teleconferencing by Individual Board Member Due to Just Cause

Until January 1, 2026, when there is "just cause" preventing a Board member from attending a Board meeting in person, that Board member may participate in that meeting by teleconference without: (Government Code 54953)

1. Including the location of the Board member participating by teleconference in the agenda

2. Making the location of the Board member participating by teleconference open and accessible to the public

3. Posting the agenda at the location of the Board member participating by teleconference

A Board member needing to participate by teleconference for just cause shall notify the Board at the earliest possible opportunity, including at the start of a regular meeting, of the need to do so and include a general description of the circumstances relating to the need to appear by teleconference at the given meeting. (Government Code 54953)

For the Board member to participate by teleconference under this section, all of the following are required: (Government Code 54953)

1. All votes taken during the meeting are by rollcall

2. At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda

3. The Board member participating by teleconference utilizes both audio and visual technology to participate in the meeting

4. The Board member participating by teleconference publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual

5. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person

   The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district

6. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board may not take action on any agenda item until the disruption is resolved. (Government Code 54953)

A Board member shall be permitted to participate by teleconference for just cause for no more than two meetings per calendar year. (Government Code 54953)

For purposes of this section, "just cause" may exist for any of the following: (Government Code 54953)

1. A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires a Board member to participate remotely

2. A contagious illness prevents a Board member from attending in person

3. A Board member has a need related to a physical or mental disability not otherwise reasonably accommodated

4. A Board member is traveling while on official business of the Board or another state or local agency

Teleconferencing by Individual Board Member Due to Emergency Circumstances

Until January 1, 2026, when a physical or family medical emergency would prevent a Board member from attending a Board meeting in person, that Board member may request to participate in such meeting by teleconference. The Board member requesting to appear remotely shall submit the request as soon as possible and include a concise general description of the emergency that necessitated the request. The Board member shall not be required to disclose any disability, medical diagnosis, or personal medical information exempt under existing law. (Government Code 54953)

If the request is received timely, it shall be added to the agenda as the first item of business at the meeting, even before any closed session items. If the request is not received timely, it shall be taken up by the Board before the first item of business at the meeting. The request shall only be granted upon a vote by the majority of the Board. (Government Code 54953, 54954.2)

If the request is granted by the Board, the Board member may participate by teleconference without: (Government Code 54953)

1. Including the location of the Board member participating by teleconference in the agenda

2. Making the location of the Board member participating by teleconference open and accessible to the public

3. Posting the agenda at the location of the Board member participating by teleconference

For the Board member to participate by teleconference due to emergency circumstances, all of the following are required: (Government Code 54953)

1. All votes taken during the meeting are by rollcall

2. At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda

3. The Board member participating by teleconference utilizes both audio and visual technology to participate in the meeting

4. The Board member participating by teleconference publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual

5. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person

   The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district

6. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board shall not take action on any agenda item until the disruption is resolved. (Government Code 54953)

In total, a Board member may not participate by teleconference due to emergency circumstances alone, or together with teleconference due to just cause, as specified above, for more than 20 percent of the Board's regular meetings or for more than three consecutive months. If the Board meets less than 10 times in a calendar year, a Board member may not appear remotely due to emergency circumstances for more than two meetings. (Government Code 54953)

Teleconference Meetings During a Proclaimed State of Emergency

The Board may conduct a Board meeting entirely by teleconference during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

1. For the purpose of determining whether meeting in person would present imminent risks to the health or safety of attendees due to the emergency

2. When the Board has been determined, pursuant to Item #1 above, that meeting in person would present imminent risks to the health or safety of attendees due to the emergency

The Board may hold a meeting by teleconference during a proclaimed state of emergency without: (Government Code 54953):

1. Including the location of Board members in the agenda

2. Making the locations of Board members open and accessible to the public

3. Posting the agenda at the locations of Board members

For the Board to hold such meeting, all of the following are required: (Government Code 54953)

1. All votes taken during the meeting are by rollcall

2. The public is able to access the meeting via a call-in service or an internet-based platform or service, with real-time public comment being allowed via the platform or service

   If an internet-based platform or service is utilized, it may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district

3. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board may not take action on any agenda item until the disruption is resolved. (Government Code 54953)

For any public comment period with a time limit, the Board may not close that public comment period or the opportunity to register until the full time for public comment has elapsed. For any other public comment period, the Board shall allow a reasonable amount of time to allow members of the public to provide public comment and to register to do so. (Government Code 54953)

The Board may continue to conduct all meetings by teleconference throughout one or more 45-day periods so long as, prior to the beginning of each 45-day period, the Board has reconsidered the circumstances of the state of emergency and determines that it continues to directly impact the ability of the Board to meet safely in person. (Government Code 54953)

Coversheet

Regular and Special Governing Board Meetings Minutes

Section:	III. Consent Agenda
Item:	R. Regular and Special Governing Board Meetings Minutes
Purpose:	Vote
Submitted by:	Amber Lee-Alva
Related Material:	2024-06-12_Special_Board_Meeting_Minutes_DRAFT.pdf 2024-06-13_Regular_Board_Meeting_Minutes_DRAFT.pdf 2024-06-26_Special_Board_Meeting_Minutes_DRAFT.pdf 2024-06-27_Regular_Board_Meeting_Minutes_DRAFT.pdf

BACKGROUND:

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

This board packet includes the following minute drafts:

June 12, 2024. Special Board Meeting Minutes

June 13, 2024, Regular Board Meeting Minutes

June 26, 2024, Special Board Meeting Minutes

June 27, 2024, Regular Board Meeting Minutes

There is no financial impact on the General Fund with the approval of the Board meeting minutes.

RECOMMENDATION:

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

Prepared by Rosibel Acosta.

Special Governing Board Meeting Closed Session

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Wednesday, June 12, 2024 • 7:00 p.m.

Cabrillo Unified School District Board Room, 498 Kelly Avenue, Half Moon Bay, California 94019

1. OPENING BUSINESS

a. Call Public Session to Order

Vice President Daniel called the meeting to order at 7:02 p.m.

b. Roll Call / Quorum

Board Members Present:	Kimberly Hines, President Carmen Daniel, Vice President Lizet Cortes, Clerk Mary Beth Alexander, Member—arrived at 7:05 p.m. Sophia Layne, Member
Administrators Present	Amber Lee-Alba, Superintendent Bianca Forrester, Director of Personnel and Pupil Services Jennifer Marsh, Fiscal Director James Barnes, Coordinator of Student Service and Special Projects Drew Gamet, Director of La Costa Adult School

c. Pledge of Allegiance

Drew Gamet, Director of La Costa Adult School, led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Member Layne motioned to approve the agenda as presented. Motion seconded by Member Cortes.

Motion (59) passed by a 4-0 vote.
Member Alexander—not present during vote.

3. CLOSED SESSION

a. Identification of Closed Session Topics of Discussion

b. Public Comments on Closed Session Topics

None.

c. Adjourn to Closed Session – 7:10 p.m.

Board Members met privately for a Closed Session. Actions taken during the Closed Session are reported under the "Closed Session Action Report."

1. **Conference with Labor Negotiators (Government Code §54957.6)**

   - **District-designated representatives:** Amber Lee Alva, Superintendent, and Bryan Park, Attorney at Law, Dannis Woliver Kelly
   - **Employee organizations:** Cabrillo Unified Teachers Association

2. **Public Employee Performance Evaluation (Government Code §54957)**

   - Title: Superintendent

d. Adjourn Closed Session and Reconvene Open Session – 8:58 p.m.

4. RECONVENING OF OPEN SESSION

a. Closed Session Action Report

Superintendent Lee-Alva reported that no action was taken in Closed Session.

5. ADJOURNMENT

At 9:01 p.m., Member Daniel motioned to adjourn the Special Board Meeting. Member Cortes seconded the motion.

Motion (60) passed by a 5-0 vote.

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent.

Minutes presented by Amber Lee-Alva, Secretary to the Governing Board.

Certified by:

_____ _____

Lizet Cortes Date
Clerk to the Governing Board

DRAFT

Regular Governing Board Meeting

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Thursday, June 13, 2024 • Public Session: 6:00 p.m.
Cunha Intermediate School • 600 Church Street, Half Moon Bay, California 94019
Video Recording on Pacific Coast TV YouTube Channel:
https://www.youtube.com/playlist?list=PLFUunuheJ0ZVRqCNQQy7IC-5fv3KEKlPr

1. OPENING BUSINESS

a. Call Public Session to Order

President Hines called the meeting to order at 6:00 p.m.

b. Roll Call / Quorum

Board Members Present:	Kimberly Hines, President Carmen Daniel, Vice President Mary Beth Alexander, Member Sophia Layne, Member
Administrators Present:	Amber Lee-Alva, Superintendent Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services J Jesús Contreras, Ed.D., Deputy Superintendent of Business Services

c. Pledge of Allegiance

President Kimberly Hines led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

President Hines requested a motion to amend the agenda by removing Item *4.q. Approve Purchase of Lawnmower to Maintain CUSD Campuses* and Item *5.j. Adoption of Resolution 17-2024 Exempting Projects at School Sites from City, Town, and County Zoning and Building Ordinances and Regulation*.

Motion by Member Layne and seconded by Member Daniel.

Motion (61) passed by a 4-0 vote.
Member Cortes—absent.

3. COMMUNICATIONS

a. Public Comments

The Board received three (3) comments on nonagenda topics or Consent Items via the Google Public Comment Request form. Additionally, one (1) comment was received regarding the removed Item 5g, which was read during this section. For access, please refer to the link provided below:

https://drive.google.com/file/d/169PQaN3l778t0F4MJSf-haye9Ad0PT-p/view?usp=drive_link

b. Employee Organizations Report

CUTA Representatives

None.

CSEA Representatives

None.

c. Board Members Report

President Kimberly Hines noted attending El Granada and Farallone View promotions, underscoring their significance amidst a hectic year. She welcomed Superintendent Lee-Alva, recognizing her proactive start despite the early transition period.

Member Carmen Daniel echoed President Hines' welcome to Superintendent Lee-Alva, expressing joy at her presence. She noted attending her children's graduations, commending the organization and success of both events, and appreciating the effort involved.

Member Sophia Layne welcomed Superintendent Lee-Alva and shared their visit to CoastPride and a Half Moon Bay tour, enjoying community interactions. She reported engaging with district and labor partners to improve collaboration and participating in a restorative circle at Pilarcitos High School. Sophia acknowledged attending graduations and promoting inclusivity at local events.

She discussed state-level advocacy against funding cuts and legislative committee participation. Sophia recognized district staff efforts in negotiating salary increases and ongoing budget adjustments. She expressed optimism about concluding negotiations promptly to support staff and focus on long-term educational sustainability, emphasizing student success as a shared priority.

Member Mary Beth Alexander noted ongoing collaboration through the Learning Management Institute and praised employees for new programs. He highlighted the upcoming Green Ribbon Award ceremony in D.C., mentioned workforce housing's impact, and thanked Member Sophia for advocacy efforts and leadership in the County organization.

d. Student Board Member Report

None.

e. Superintendent Report

Superintendent Amber Lee-Alva expressed gratitude for the warm welcome to Cabrillo Unified School District, noting a productive first nine days visiting all school sites during active student sessions. She highlighted engaging with principals, attending ceremonies, negotiations, and a leadership retreat, and preparing for the upcoming school year.

4. CONSENT AGENDA

a. Approval of Half Moon Bay High Future Farmers of America Field Trip to Grass Valley, CA, August 5-6, 2024
b. Approval of Single Plans for Student Achievement (SPSA) 2024-25
c. Adoption of AP English Language Textbook for Half Moon Bay High School
d. Approval of 2024-25 Strengthening Career and Technical Education for the 21st Century Act (Perkins V), 131- Secondary Education, Grant Application
e. Approval of Boys and Girls Club of the Coastside MOU for Summer School 2024 Services
f. Approval of Distribution/Disposal of Obsolete Textbooks at Half Moon Bay High School
g. Approval of PowerSchool and Schoology Training 2023-24
h. Approval of CUSD-SMCCD CCAP Renewal Agreement for 2024-27
i. Approval of Certificated Personnel Report
j. Approval of Classified Personnel Report

k. Approval of Sunshine Reopeners
l. Enrollment Report
m. Approval of Donations to Cabrillo Unified School District
n. Approval of Warrant Register Report Processed
o. Approval of Purchase of Chromebooks to Serve Students and Meet Williams Compliance
p. Approval of Medi-Cal Administrative Claiming Agreement with Contra Costa County Office of Education (CCOE)
~~q. Approve Purchase of Lawnmower to Maintain CUSD Campuses~~ REMOVED
r. Selection Process of General Contractor for Phase II Modernization at El Granada Elementary School
s. Approval of Agreement for Special Services with Atkinson, Adelson, Loya, Ruud & Romo
t. Approval of Agreement for Professional Services with the Law Firm Dannis Woliver Kelley Attorneys at Law for 2024-25 and 2025-26 School Years
u. Approval of Governing Board Policy Updates as Recommended by the California School Boards Association and CUSD Staff
v. Approval of Regular and Special Governing Board Meetings Minutes

Member Alexander motioned that the Consent Agenda be approved as amended. The motion was seconded by Member Daniel.

The motion (62) was not voted on because Member Layne requested amendments to the Consent Agenda, specifically to correct the following items:

4.h: Approval of CUSD-SMCCD CCAP Renewal Agreement for 2024-27
4.s: Approval of Agreement for Special Services with Atkinson, Adelson, Loya, Ruud & Romo
4.t: Approval of Agreement for Professional Services with the Law Firm Dannis Woliver Kelley Attorneys at Law for the 2024-25 and 2025-26 School Years

The amendments included updating the signature line to Superintendent Amber Lee-Alva. Motion seconded by Member Alexander.

ROLLCALL VOTE
Kimberly Hines, President—aye
Carmen Daniel, Vice President—aye
Lizet Cortes, Clerk—absent
Mary Beth Alexander, Member—aye
Sophia Layne, Member—aye

Motion (63) passed by a 4-0 vote.

5. GENERAL BUSINESS

a. Student Recognition – Half Moon Bay High School Salutatorian Jaya Miller and Valedictorian Angel Tinetti

President Hines presented certificates of recognition to Half Moon Bay High School Salutatorian Jaya Miller and Valedictorian Angel Tinetti.

Superintendent Lee-Alva took the opportunity to introduce 2024-25 Student Board Member Jamie Bikle.

b. 2024-27 Local Control and Accountability Plan (LCAP) Presentation, Local Indicators Presentation, and Public Hearing

President Hines opened the Public Hearing at 7:05 p.m. With no comments, the hearing was closed at 7:05 p.m.

During the consideration of this item, Member Layne expressed interest in hearing more about student outcomes in a study session meeting. Two other members consented to the proposal.

At 7:19 p.m., President Hines motioned to recess for 7 minutes. The motion was seconded by Member Alexander. President Hines reconvened the meeting at 7:27 p.m.

c. Presentation and Public Hearing for Proposed CUSD Budget for the Fiscal Year 2024-25

President Hines opened the Public Hearing at 7:36 p.m. With no comments, the hearing was closed at 7:36 p.m.

d. Updated Information on the Expected CUSD California State Aid Participation

Greg Norman of Caldwell Flores Winters, Inc. presented an overview of modernization eligibility under the California School Facilities Program.

e. CUSD Fields Assessment Report

Devin Conway, Principal of Verde Design, provided an overview of the field assessment project initiated in April 2024. The evaluation covered Farallone View, El Granada, Hatch, Cunha, and Half Moon Bay High School.

f. Approval of Chief Business Official Contract

Member Layne motioned to approve the Chief Business Official Contract. Motion seconded by Member Daniel.

Motion (64) passed by a 4-0 vote.
Member Cortes—absent.

g. Consideration of a Resolution to Place a General Obligation Bond Measure on the November 5, 2024, Ballot

Member Layne motioned to approve Resolution 09-2024 to Place a General Obligation Bond Measure on the November 5, 2024, Ballot. Motion seconded by Member Daniel.

The Board received two (2) comments on this agenda topic during the in-person public comment session:

Peter Tokofsky, CUSD parent, discussed concerns about the district's recent $49,000 survey. He highlights aspects such as the high cost per survey and the prevalence of web-based responses. Peter also points out potential biases in the data affecting public perception of the bond measure.

Jill Jacobson, Boys and Girls Club Executive Director and community member, expressed concern that the bond language did not include athletic facilities. She believed this omission missed an opportunity to strengthen community support for the Hatch field renovation.

ROLLCALL VOTE
Kimberly Hines, President—aye
Carmen Daniel, Vice President—aye
Lizet Cortes, Clerk—absent
Mary Beth Alexander, Member—aye
Sophia Layne, Member—aye

Motion (65) passed by a 4-0 vote.

h. Public Hearing and Consideration of a Resolution Calling for Approval of an Education Parcel Tax

President Hines opened the Public Hearing at 8:57 p.m. The following comment was made:

Peter Tokofsky, CUSD parent, highlighted the need for a detailed business plan before November to prevent future debt. He emphasized equity in school funding, proposing a graduated tax based on square footage to ensure fair contributions from all, including corporations, aligning with the board's vision.

President Hines closed the Public Hearing at 9:01 p.m.

Member Layne motioned to approve Resolution 10-2024, Calling for Approval of an Education Parcel Tax. Motion seconded by Member Daniel.

ROLLCALL VOTE
Kimberly Hines, President—aye
Carmen Daniel, Vice President—aye
Lizet Cortes, Clerk—absent
Mary Beth Alexander, Member—aye
Sophia Layne, Member—aye

Motion (66) passed by a 4-0 vote.

i. Adoption of Resolutions 15-2024 and 16-2024 for Temporary Interfund Borrowing for Fiscal Year 2023-24

Member Alexander motioned to approve Resolution 15-2025 For Temporary Interfund Transfer (Loan) 40 Capital Project Fund at Year End. Motion seconded by Member Daniel.

ROLLCALL VOTE
Kimberly Hines, President—aye
Carmen Daniel, Vice President—aye
Lizet Cortes, Clerk—absent
Mary Beth Alexander, Member—aye
Sophia Layne, Member—aye

Motion (67) passed by a 4-0 vote.

Member Layne motioned to approve Resolution 16-2025 For Temporary Interfund Transfer (Loan) Cafeteria Fund at Year End. Motion seconded by Member Daniel.

ROLLCALL VOTE
Kimberly Hines, President—aye
Carmen Daniel, Vice President—aye
Lizet Cortes, Clerk—absent
Mary Beth Alexander, Member—aye
Sophia Layne, Member—aye

Motion (68) passed by a 4-0 vote.

~~j. Adoption of Resolution 17-2024 Exempting Projects at School Sites from City, Town, and County Zoning and Building Ordinances and Regulation~~ REMOVED

k. Approval of Resolution 18-2024 Designating Authorized Representatives of Cabrillo Unified School District as Signatories Effective June 14, 2024

Member Alexander motioned to approve Resolution 18-2025 Designating Authorized Representatives of Cabrillo Unified School District as Signatories Effective June 14, 2024. Motion seconded by President Hines.

ROLLCALL VOTE
Kimberly Hines, President—aye
Carmen Daniel, Vice President—aye
Lizet Cortes, Clerk—absent
Mary Beth Alexander, Member—aye
Sophia Layne, Member—aye

Motion (69) passed by a 4-0 vote.

l. Adoption of Resolution 19-2024 Specifications of Election Order and Approval Candidate Policy Form and Administrative Contact and Incumbent List Form

Member Daniel motioned to approve Resolution 19-2024 Specifications of Election Order and Approval Candidate Policy Form and Administrative Contact and Incumbent List Form. Motion seconded by Member Layne.

ROLLCALL VOTE
Kimberly Hines, President—aye
Carmen Daniel, Vice President—aye
Lizet Cortes, Clerk—absent
Mary Beth Alexander, Member—aye
Sophia Layne, Member—aye

Motion (70) passed by a 4-0 vote.

7. ADJOURNMENT

Member Alexander moved to adjourn the June 13, 2024, Board Meeting at 9:08 p.m., Motion seconded by Member Daniel.

Motion (71) passed by a 4-0 vote.
Member Cortes—absent.

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent.

Minutes presented by Amber Lee-Alva, Secretary to the Governing Board.

Certified by:

_____ _____
Lizet Cortes Date
Clerk to the Governing Board

DRAFT

Special Governing Board Meeting Closed Session

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Wednesday, June 26, 2024 • 7:00 p.m.

Cabrillo Unified School District Board Room, 498 Kelly Avenue, Half Moon Bay, California 94019

1. OPENING BUSINESS

a. Call Public Session to Order

Vice President Daniel called the meeting to order at 7:00 p.m.

b. Roll Call / Quorum

Board Members Present:	Kimberly Hines, President Lizet Cortes, Clerk Mary Beth Alexander, Member Sophia Layne, Member
Administrators Present	Amber Lee-Alba, Superintendent Bianca Forrester, Director of Personnel and Pupil Services Jennifer Marsh, Fiscal Director

c. Pledge of Allegiance

President Kimberly Hines led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Member Layne motioned to approve the agenda as presented. Motion seconded by Member Cortes.

Motion (72) passed by a 4-0 vote.
Member Daniel—absent.

3. CLOSED SESSION

a. Identification of Closed Session Topics of Discussion

b. Public Comments on Closed Session Topics

None.

c. Adjourn to Closed Session – 7:05 p.m.

Board Members met privately for a Closed Session. Actions taken during the Closed Session are reported under the "Closed Session Action Report."

1. Conference with Labor Negotiators (Government Code §54957.6)

- **District-designated representatives:** Amber Lee Alva, Superintendent, Superintendent
- **Employee organizations:** Cabrillo Unified Teachers Association

2. Public Employee Performance Evaluation (Government Code §54957)

- Title: Superintendent

d. Adjourn Closed Session and Reconvene Open Session – 8:55 p.m.

4. RECONVENING OF OPEN SESSION

a. Closed Session Action Report

Superintendent Lee-Alva reported that no action was taken in Closed Session.

5. ADJOURNMENT

At 9:00 p.m., Member Layne motioned to adjourn the Special Board Meeting. Member Alexander seconded the motion.

Motion (73) passed by a 5-0 vote.
Member Daniel—absent.

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent.

Minutes presented by Amber Lee-Alva, Secretary to the Governing Board.

Certified by:

_____ _____
Lizet Cortes Date
Clerk to the Governing Board

DRAFT

Regular Governing Board Meeting

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Thursday, June 27, 2024 • Public Session: 6:00 p.m.
Cunha Intermediate School • 600 Church Street, Half Moon Bay, California 94019
Video Recording on Pacific Coast TV YouTube Channel:
https://www.youtube.com/playlist?list=PLFUunuheJ0ZVRqCNQQy7IC-5fv3KEKlPr

1. OPENING BUSINESS

a. Call Public Session to Order

President Hines called the meeting to order at 6:00 p.m.

b. Roll Call / Quorum

Board Members Present:	Kimberly Hines, President Lizet Cortes, Clerk—arrived at 6:04 p.m. Mary Beth Alexander, Member Sophia Layne, Member
Administrators Present:	Amber Lee-Alva, Superintendent Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services Jennifer Marsh, Chief Business Officer

c. Pledge of Allegiance

President Kimberly Hines led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Member Layne motioned to approve the agenda with the following amendments:

Postponing Item *4.a. Approval of Community Schools of Music and Art (CSMA) MOU for the 2024-25 School Year* to a future meeting.

Moving *Item 4.f. Approval of Amendment No. 1 to Agreement for Architectural Services with QKA Architects, Inc. for El Granada Elementary School Project* to General Business.

The motion was seconded by Member Alexander.

Motion (74) passed by a 4-0 vote.
Vice President Daniel—absent.

3. COMMUNICATIONS

a. Public Comments

None.

b. Employee Organizations Report

CUTA Representatives

CUTA President John Carey addressed the board, emphasizing the importance of hiring and retaining qualified teachers. He noted that four Hatch teachers recently announced their departure and stressed the need for improved trust and communication. Carey expressed optimism about discussing the budget surplus and encouraged forward-thinking for future budgets.

CSEA Representatives

None.

c. Board Members Report

Member Sophia Layne reported on recent activities, including meetings with the new Superintendent, Amber Lee-Alva, and involvement in legislative advocacy. She highlighted a New York Times article on school budget challenges, emphasizing the ongoing difficulty of balancing budgets amidst fluctuating finances and the expiration of pandemic relief aid. Layne expressed the need for continuous budget improvement and collaboration to navigate fiscal challenges.

Member Lizet Cortes apologized for arriving late due to traffic and expressed her pleasure in meeting new CUTA President John Carey. She mentioned her desire to be more involved at school sites despite her busy work schedule. Cortes welcomed new Superintendent Amber Lee-Alva and thanked former superintendent Sean McPhetridge for his service.

Member Mary Beth Alexander commended the new Superintendent, Amber Lee Alva, and Chief Business Officer, Jennifer Marsh, for their hard work and fresh perspectives. She announced that she, Leticia, and Joseph Centoni will be traveling to Washington, DC, to accept the Platinum Green Ribbon Award, recognizing their district's environmental efforts. Alexander expressed pride in the achievement and gratitude to those who contributed.

President Kimberly Hines expressed gratitude to former Superintendent Sean McPhetridge and welcomed new Superintendent Amber Lee-Alva, praising the smooth transition and her proactive engagement. Hines also acknowledged Jennifer Marsh's new role and shared her own plans to refine district data over the summer. She emphasized the need to advocate for equitable funding across San Mateo County, noting disparities between districts. Hines highlighted her efforts with lobby groups and advocacy in Washington, DC, to strengthen collaboration and amplify their voice in funding discussions.

d. Superintendent Report

Superintendent Amber Lee-Alva Superintendent Amber Lee Alva expressed her gratitude for the opportunity to start early on June 1st, allowing her to attend graduations and meet students and teachers. She emphasized her current focus on listening to parents, community members, and board members and invited everyone to reach out to her. She expressed her commitment to serving the community and thanked the board members for their thoughtful questions, which help her improve as a leader.

4. CONSENT AGENDA

~~a. Approval of Community Schools of Music and Art (CSMA) MOU for 2024-25 School Year~~ – POSTPONED
b. Approval of Certificated Personnel Report
c. Approval of Classified Personnel Report
d. Enrollment Report
e. Approval of Summer Custodial Cleaning Services Proposal
~~f. Approval of Amendment No. 1 to Agreement for Architectural Services with QKA Architects, Inc. for El Granada Elementary School Project~~ – MOVED TO GENERAL BUSINESS
g. Approval of the Consulting Agreement with SimpleWins LLC for 2024-25

Member Cortes motioned that the Consent Agenda be approved as amended. The motion was seconded by Member Alexander.

ROLLCALL VOTE
Kimberly Hines, President—aye
Carmen Daniel, Vice President—absent
Lizet Cortes, Clerk—aye
Mary Beth Alexander, Member—aye
Sophia Layne, Member—aye

Motion (75) passed by a 4-0 vote.

5. GENERAL BUSINESS

a. Approval of Prop 28 Expenditure Plan for 2024-25 School Year

Member Layne motioned to approve the Prop 28 Expenditure Plan for the 2024-25 School Year. Motion seconded by Member Alexander.

President Hines requested an update on the Visual and Performing Arts plan, focusing specifically on articulation.

Motion (76) passed by a 4-0 vote.
Member Daniel—absent.

b. Approval of the 2024-25 Site and District Professional Development Plan

Deputy Superintendent Leticia Bhatia requested that the date in the plan be corrected from January 26, 2025, to January 31, 2024.

Member Alexander motioned to approve the 2024-25 Site and District Professional Development Plan as amended. Motion seconded by Member Cortes.

Superintendent Lee-Alva requested ongoing reports from sites and teachers on the Professional Development Plan, a request supported by Member Layne.

Motion (77) passed by a 4-0 vote.
Member Daniel—absent.

c. Approval of the Local Control Accountability Plan (LCAP) 2024-2027

Member Layne motioned to approve Local Control Accountability Plan (LCAP) 2024-2027. Motion seconded by Member Alexander.

Motion (78) passed by a 4-0 vote.
Member Daniel—absent.

d. Adoption of CUSD Budget for the Fiscal Year 2024-25

Member Layne motioned to approve Local Control Accountability Plan (LCAP) 2024-2027. Motion seconded by President Hines.

Motion (79) passed by a 4-0 vote.
Member Daniel—absent.

e. Approval of a Lawn Mower Purchase to Maintain CUSD Campuses

Member Cortes motioned to approve a Lawn Mower Purchase to Maintain CUSD Campuses. Motion seconded by President Hines.

Motion (80) passed by a 4-0 vote.
Member Daniel—absent.

DRAFT

f. Revision of Resolution 19-2024 Specifications of Election Order

Member Alexander motioned to approve the revision of Resolution 19-2024 Specifications of Election. Motion seconded by Member Cortes.

ROLLCALL VOTE
Kimberly Hines, President—aye
Carmen Daniel, Vice President—absent
Lizet Cortes, Clerk—aye
Mary Beth Alexander, Member—aye
Sophia Layne, Member—aye

Motion (81) passed by a 4-0 vote.

4.f. Approval of Amendment No. 1 to Agreement for Architectural Services with QKA Architects, Inc. for El Granada Elementary School Project

Item moved from the Consent Agenda for separate consideration.

Member Layne motioned to approve Amendment No. 1 to the Agreement for Architectural Services with QKA Architects, Inc. for the El Granada Elementary School Project. Motion seconded by Member Alexander.

Motion (82) passed by a 4-0 vote.
Member Daniel—absent.

6. GOVERNANCE MATTERS

a. Operations

The board discussed creating a board highlights document to be produced after each meeting. This document aimed to summarize major updates and highlight the community activities of Board members. The intent was to engage members of the public who could not attend meetings and increase overall transparency.

Board members deliberated on ways to balance public comments and maintain meeting efficiency. They suggested keeping public comments concise and utilizing presentations and action items for more in-depth discussions. This approach was proposed to ensure that meetings remained focused and productive.

The Board proposed shifting closed sessions to the night before regular board meetings to avoid late-night sessions and ensure members were more alert and effective. Some members expressed challenges in attending early sessions due to work commitments. Ultimately, it was agreed to start closed sessions at 6:30 PM on Wednesdays and regular board meetings at 6:30 PM on Thursdays, beginning in September.

b. New Business

During the discussion of new business, the board and the administrator discussed future items and agreed on the following actions:

A study session in early fall on Student Outcomes, focusing on chronic absenteeism and its impact on graduation rates and A-G requirements.

A systematic review of the feedback received from FCMAT, including updates on recommendations such as position control, budgeting, and consultant use. Administrators recommended incorporating this review into the ongoing fiscal update item.

A presentation on Career and Technical Education (CTE).

8. ADJOURNMENT

Member Cortes motioned to adjourn the June 27, 2024, Board Meeting at 8:21 p.m. Motion seconded by Member Layne.

Motion (83) passed by a 4-0 vote.
Member Daniel—absent.

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent.

Minutes presented by Amber Lee-Alva, Secretary to the Governing Board.

Certified by:

_____ _____

Lizet Cortes Date
Clerk to the Governing Board

DRAFT

Coversheet

Los Listos Early Learning Program 2024 Presentation

Section:	IV. General Business
Item:	A. Los Listos Early Learning Program 2024 Presentation
Purpose:	FYI
Submitted by:	Leticia Bhatia
Related Material:	Los Listos Early Learning Program Slide Presentation 2024.pdf

BACKGROUND:

The Los Listos Preschool staff will provide an overview of the school's unique site-based programs and services.

There is no financial impact to the General Fund.

RECOMMENDATION:

This item is presented for information only.

Prepared by Josefina Infanzon.

CABRILLO UNIFIED SCHOOL DISTRICT

A Place for Students to Dream and Achieve!

Los Listos Early Learning Program

Governing Board Meeting

August 8, 2024

AGENDA

I. Early Screenings and Referrals
II. Students Served
III. Inclusion Program
IV. Transitional Kindergarten (TK) Wraparound Services
V. Curriculum and Alignment
VI. Family Engagement
VII. Questions?

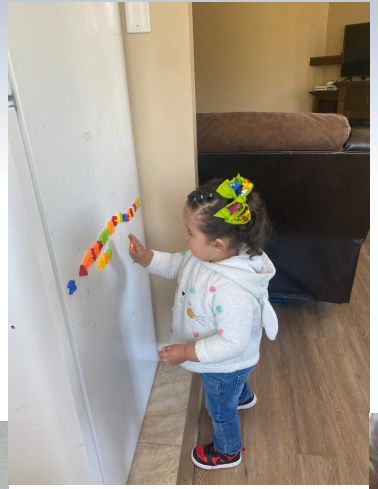
Early Screenings

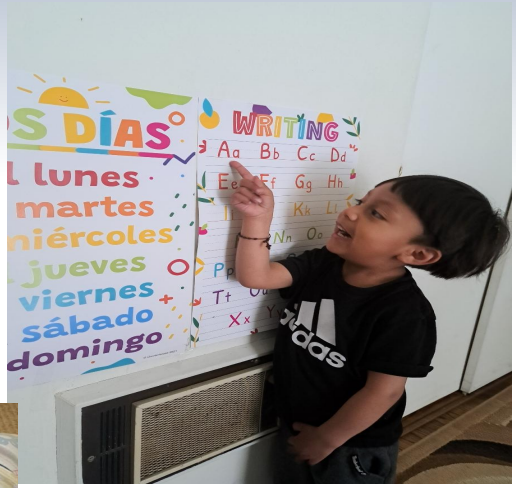
- **Identification of Families:** We identify families that are currently interested in Los Listos Preschool or on the waitlist. We recruit these families and children and refer them to Early Intervening Services.
- **Plan:** We reach out to families to inform them about our new program available for their children. Many of these students are typically at home without access to other services and have shown interest in enrolling in the Los Listos Preschool for the upcoming school year. Additionally, we organize a parent informational night to discuss program goals, expectations, requirements, and more.
- **Universal Screening:** We administer the *Ages and Stages/ Social Emotional Questionnaire* to support with screening and assessing the developmental performance of children in the areas of communication, gross motor skills, fine motor skills, problem solving, and personal-social skills. This questionnaire helps identify children that would benefit from an in-depth evaluation for developmental delays at early age.
- **Support and Learning Activities:** We facilitate a gathering through zoom or small groups of similarly aged children and their parents or caregivers. At this gathering, we provide material and activities to continue supporting their child development and learning. We keep track of child's developmental milestones and create a sense of community.


Linzy
Opposites
Opuestos


Crayola
Washable
PROJECT PAINT
Classic


MI MUNDO
FIVE SENSES
EMOTIONS
ANIMALES DE GRANJA
body
COUNTING BEARS




WRITING
lunes
martes
jueves
viernes
sábado
domingo


EL ALFABETO
LOS NÚMEROS
LOS ANIMALES DE GRANJA
LOS COLORES



Referral Process

- **Pre-referral**
  - *Support families to provide access to referral recommendations.*
- **Referral**
  - *Connect families with CUSD and community resources and agencies for developmental screening tools or care coordination assistance for their child.*
- **Post-referral**
  - *After a referral is made to a different department/agency, we will confirm that they have received the referral. We then contact the family and guide them through the transition process.*
  - *With the family's consent, staff and agencies update us on the status of any referrals.*

Curriculum Alignment and Assessment

- The *Desired Results Developmental Profile (DRDP's)* assessment instrument is designed for teachers to observe, document, and reflect on the learning, development, and progress of children. Observations are done throughout the year, and lesson plans are based on the students' needs.
- *California Preschool Learning Foundations* are used in all developmental areas, and we hold teacher parent conferences twice a year to keep our families informed about their children's progress.
- The Brigance Screener Assessment is administered twice a year (September and May).

Students Served

- Contract by CSPP (California State Preschool Program)
- Families are certified for 2 years
- Serving children 3 - 4 years old.
- We serve children with special needs, including those with full Individualized Education Programs (IEPs) and exceptional needs.
- TK students and wraparound services are now being offered for the second school year

Inclusion Program

- We will continue offering two morning classes that include children eligible for special education services, providing them with the opportunity to benefit from a comprehensive inclusion session within the general preschool program.
- Our classes will follow the 20/80 model, where we partner closely with special education staff, including physical therapists (PT), occupational therapist (OT), behaviorist, and speech & language services. The special education staff will be pushing into our preschool morning classes to provide daily support to all students and staff within our preschool program, ensuring comprehensive and inclusive support for everyone.

Transitional Kinder (TK) Wraparound Services

The TK Wraparound Services have been added to Hatch and El Granada School. Children come after the regular school day, and our Early Childhood Education (ECE) staff continue supporting the students in the following areas:

- Social Emotional Learning
- Enrichment & Life Skills
- Academic Support
- Physical Fitness

Services are aligned with the school calendar beginning August 15th, 2024 through June 5th, 2025.

Los Listos Class of 2023/2024

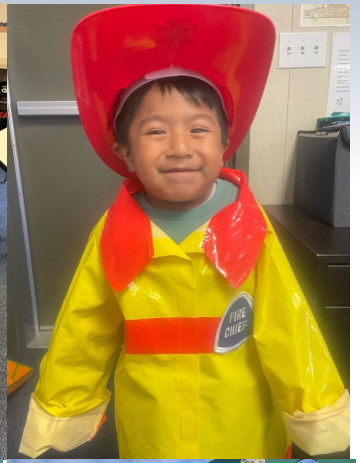














Family Engagement

Los Listos Family Engagement Plan

Our Los Listos Family Engagement Plan focuses on two main goals: building trusting relationships between educators and families, and connecting family activities to student learning.

Key Components:

- **Early Learning:** We support early education for children aged 3-5, laying the groundwork for lifelong learning.
- **Building Connections:** We create opportunities for caregivers to connect with other families, forming a supportive community.
- **Family Network System:** We aim to establish a strong network where families can share resources and support each other.

Monthly Parent Engagement Activities:

We plan various monthly activities, including:

- **PAC (Parent Advisory Committee) Meetings:** Discuss program updates and gather parent feedback.
- **Parent-Teacher Conferences:** Talk about student progress and set goals.
- **Local Field Trips:** Enrich learning experiences with family involvement.
- **Community Breakfasts:** Build community and share insights informally.
- **Family Workshops:** Provide sessions on various topics to support families.

This engagement plan aims to create a collaborative environment that enhances student learning and development through active family involvement and a strong support network.

Additional Supports and Resources for Families

- CUSD (Special Education Services)
- StarVista (Mental Health Services)
- ALAS Services
- Help Me Grow (San Mateo County Services)
- Coastside Hope
- Boys and Girls Club
- Half Moon Bay Library
- Migrant Education Program

Questions?

Thank you!

Coversheet

Summer School 2024 Presentation

Section: IV. General Business
Item: B. Summer School 2024 Presentation
Purpose: FYI
Submitted by: Leticia Bhatia
Related Material: Summer School Slide Presentation 2024.pdf

BACKGROUND:

This item seeks to present an overview of our Summer School 2024 programs: Extended School Year, Migrant Education, Big Lift Inspiring Summers, Elementary STEAM Intervention/Enrichment, Middle School STEAM Intervention/Enrichment, and High School Credit Recovery.

There will be minimal and indirect financial impact on the General Fund. The state provides limited funding for summer courses serving secondary-at-promised students who are at risk of retention or not passing the high school exit exam. We use these funds, as well as a small percentage of unrestricted general fund dollars, to fund the high school credit recovery summer programs listed above. The Big Lift Inspiring Summers will be funded by First 5 and Big Lift funding. The Migrant Education program will be funded with federal Migrant Education funds. ESY programs are funded through the district general fund. The Elementary and Middle School Intervention/Enrichment STEAM programs will be mainly funded through federal categorical programs, San Mateo County Summer Enrichment Funding, Local Control Accountability Plan (LCAP) Supplemental and Base funds, and one-time grants. At this time, we estimate a total cost of approximately $210,850 that will be expended on our summer programs. Please note that approximately 80% of these funds will be coming from private, state, local, and federal grants. The remaining 20% of these funds will be used from LCAP Supplemental and Base funds.

RECOMMENDATION:

This item is presented for information only.

Prepared by Josefina Infanzon.

CABRILLO UNIFIED SCHOOL DISTRICT

A place where every student dream and achieve!

Summer School 2024

Governing Board Meeting

August 8, 2024

Agenda

1. Overview of Summer 2024
a. Big Lift Inspiring Summer Program
b. STEAM Program
c. Extended School Year (ESY) Program and Summer Skills Program
d. High School Summer Program
e. ELOP/Migrant Summer
2. Questions/Comments

Overview: 545 students served

PROGRAM	STUDENTS	STAFF	SUPPORTED BY Partner Organizations
RK-3-BIG LIFT	140	8 Teachers	16 SMCL Library Facilitators, 2 Blue Team Members
R4-8-STEAM, ELD, Math Intervention	165	13 Teachers	5 ALAS Arts Teachers, 14 BGCC Staff 1 Program Manager, 10 ELTs, 2 SEL Therapists, 1 Campus Security, 1 Admin Assistant
Credit Recovery (HMBHS/Pilarcitos)	132	4 teachers	1 Campus Security, 1 Admin Assistant 2 Co-Managers
Physical Education Algebra/Science	19	3 Teachers	1 Campus Security, 1 Admin Assistant 2 Co-Managers
Bridge Freshman	5	1 Teacher	2 Co-Managers
ESY/Summer Skills	34	4 Teachers	7 Paraprofessionals, 1 Speech therapist, 1 OT, 1 PT
ELOP	50	3 Teachers	Eagle Club/Migrant Summer

Big Lift Program

Hatch Elementary School

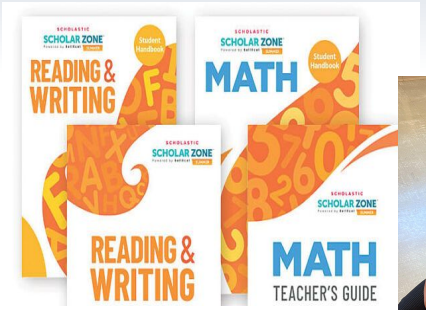




San Mateo County Office of Education
Supported by Measure K Local Funds Local Needs www.smcgov.org
Foundation for San Mateo County Libraries
County of San Mateo
The Big Lift
Silicon Valley community foundation
bellxcel
Chan Zuckerberg Initiative
San Mateo County Libraries

Meaningful Mornings - Literacy & Mathematics

- Curriculum provided by BellXcell
  - Scholastic Scholar Zone Literacy and Mathematics Learning Kits
    - Each student was provided with a workbook for each subject and leveled books
- Pre and Post assessments were completed by Rising 1-3 grade students
  - Rising 1st - Early literacy assessments
  - Rising 2nd and Rising 3rd - Literacy and Mathematics assessments
  - Pre assessments were given to teachers to plan small group & individualized instruction
  - Rising Kindergarten worked with Zoo Phonics and Counting Collections



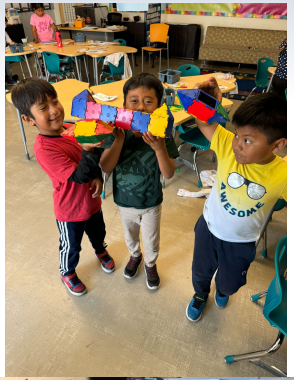


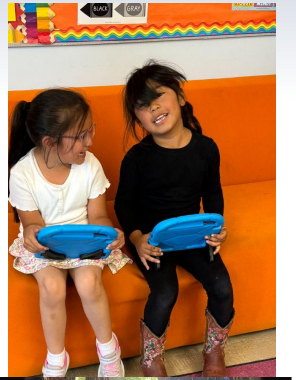




Amazing Afternoons - STEAM

- Afternoons led by 2 afternoon SMCL facilitators
- Curriculum focused on Science, Technology, Engineering, Art, and Mindfulness
- Focus themes:
  - Think - Make - Try designs (bridges)
  - Physics - push and pull (race tracks, marbles)
  - Robotics - Dash and Dot
  - Math and Chemistry - symmetry and density (lava lamps)
  - Mindfulness - Yoga







Field Trips/Special Visits

- Memorial Park
- Ink Spell (2 free books for all students)
- Pigeon Point
- HMB Library (tour)
- Exotic Animals
- FireFighters
- Magic Show



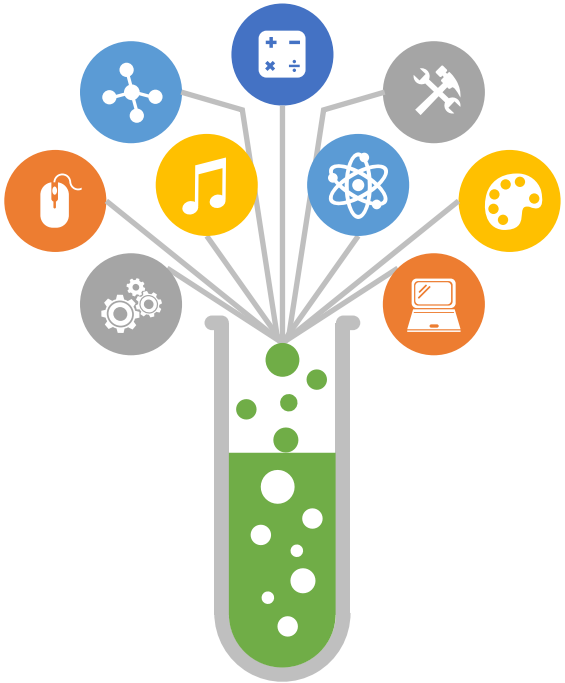




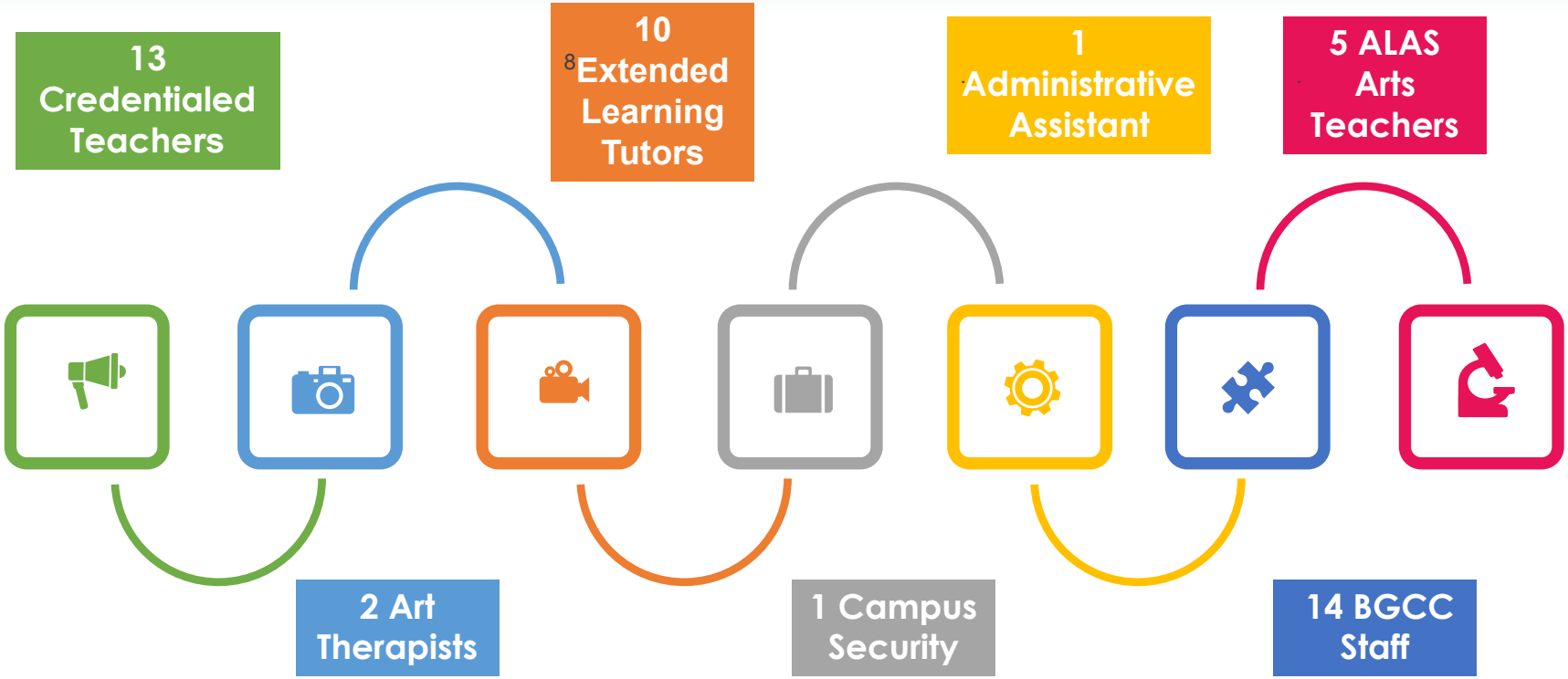


Objectives of Summer STEAM Academy

- Increase interest in STEAM
- Increase knowledge of STEAM
- Provide exposure to different STEAM skills
- Improve 21st century skills
- Increase academic vocabulary
- Increase school engagement



Our Staff - Morning Session



Curriculum



ALAS Folklorica, Hip-Hop Dance, Afro-Peruvian Drumming, Fashion Design, Guitar

Engie Science Hands-on science curriculum that focuses on energy and the environment

SEL Circle lead by trained therapists

Art Teacher-created art projects, both independently and to support the science learning

Dedicated ELD two classes of dedicated ELD

Math Support One Middle School Math support

Student Attitudes

Pre-Academy	Metric	Post-Academy
3.6	I can build things on my own	4.1
3.4	I can explain my work to others	3.6
3.6	I am willing to continue to work on a problem that is hard	4.0



Parental Attitudes

Pre-Academy	Metric	Post-Academy
3.5	My child knows a lot about art/design	4.0
3.7	My child is willing to work on a problem that is hard	4.3
3.6	My child is able to explain their work to others	4.0



Who?



165 Total Students Served

1. 85% Free - Reduced Lunch
   Average Family Income ~$50,000
2. 55% Designated ELL
3. 24% RFEP
4. 26 % Individual Education Plan
5. Rising 4th - 8th Grade

Other New Programs at Cunha

ELD (Rising 4th - 8th)

100% showed improvement to ELPAC writing prompts, both for persuasive and personal experience.

Post-assessment writing showed an understanding of using examples and details; checking for grammar and spelling; and organizing their responses.

All students were able to cite new strategies learned for reading and ELPAC testing

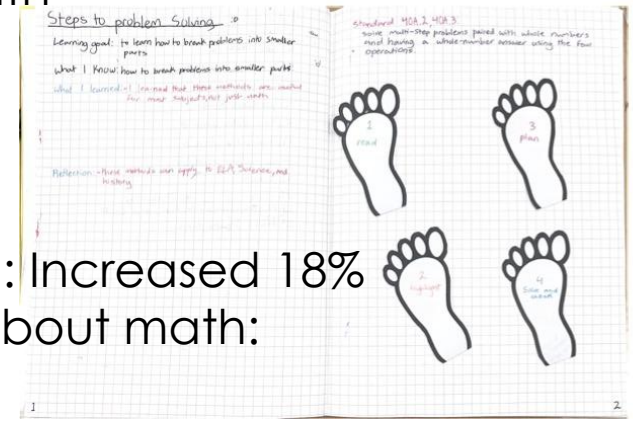
On the post reading assessment, 88% answered all questions correctly while 12% got 80% or more questions correct.

Other New Programs at Cunha

Math

Students in Rising 7th and 8th

Focus on Interactive Math Notebooks



Survey

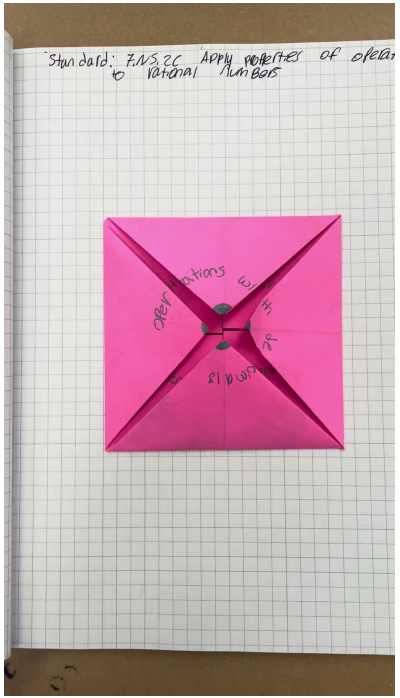
Students

I know a lot about math: Increased 18%

I can learn new things about math: Increased 11%

Parents

My child like to go to school: Increased 33%



Student Voices







Highlights from BGCC



Walking field trips
- HMBHS Pool
- Driving Range
- Fire Department
- Library
- Beach
- Ultimate Frisbee
- Downtown Half Moon Bay Scavenger Hunt

Games (capture the flag, sharks and minnows, 4 square)
Dodgeball (lots and lots of dodgeball)
And tons of board games and lego

Sports
- Volleyball, basketball, soccer, dodgeball, kickball, wiffle ball

Arts and Crafts/Design
- canvas painting, pearling, tie-dye, Slime making)

Cooking (thanks to Cunha for loaning space) – Cakes & Plzza

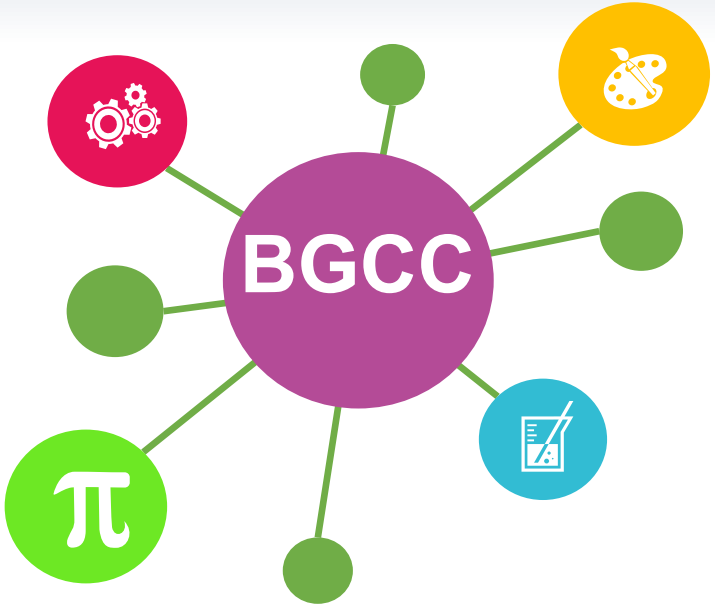
Our Staff - Afternoon Session

Boys and Girls Club of the Coastside

14 Youth Development Professionals

10 - CUSD Alumni
8 : Spanish Bilingual

1 Behavioral Health Specialist



Daily Staff Briefings with all staff prior to student pick-up

2 Supervisors

Robust Counselor-in-Training (CIT) program for high school students to get work experience and earn community service credit

Afternoon Schedule: BGCC

- Noon: Pick up from STEAM classes and eat lunch (provided by CUSD) in grade level cohorts
- 12:30 Unstructured free choice
- 1:00 to 1:50 Activity 1
- Bathroom/snack break
- 2:00 to 2:50 Activity 2
- Bathroom/snack break
- 3 PM – check-out opens
- 3 group activity choices between 3 PM and 4 PM
- 4 PM – all students need to check-out

Highlights from BGCC

Partnership Activities



- San Mateo County Parks and Friends of Fitzgerald Marine Reserve hosted a 2 day tide pool exploration for 4th graders.
- Golden Gate Conservancy coordinated a day of field games to learn about nature and parks for all 4th, 5th, and 6th graders
- AAUW organized Female Flight Explorers looking at rockets, planes and hot air balloons.
- Pumpkin Bots and two community volunteers, Jim Larkin and Bruce Crawford, directed 7th and 8th grade students in making their own robots. We hope to use this experience to launch a middle school robotics team at Cunha.

ESY Program Defined

Authorized under both federal (IDEA) and state law

- ESY is an IEP service
- Eligibility for ESY based on Regression/Recoupment Model

Special education and related services programs meet the following criteria:

- Is State Standard aligned
- Is provided to students with disabilities beyo the district's normal school year
- Aligns to each student's IEP goals for ESY
- Is provided at no cost to families



ESY Teaching, Paraprofessional and Related Services Staff

Special Education Teaching and Paraprofessional Staff:

- 1 Preschool/K teacher and 2 Paraprofessionals
- 1 Elementary teacher 1-5 and 2 Paraprofessionals & 2 1:1 Paras
- 1 Secondary teacher 6-12 and 2 Paraprofessionals & 1 1:1 Para

Related Service Providers:

- 1 Speech and Language Pathologists (SLPs)*
- 1 Occupational Therapist (OT)
- 1 Vision Specialist

*1 SLP provided compensatory services to eligible students



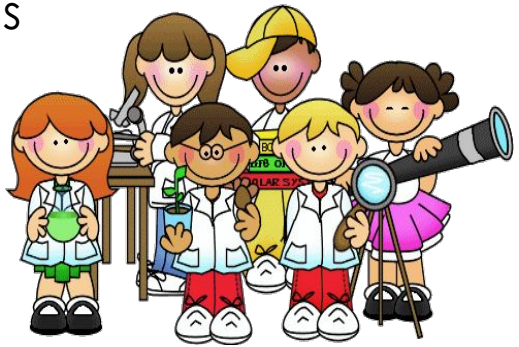
Program Highlights

- Transportation for all eligible students
- Program included enrichment activities (art, music, movement)
- Food Service (breakfast and lunch) for all students
- Access to related services: Speech Therapy and Occupational Therapy
- Mainstreaming opportunities for each class with neuro-typical peers
- All programs supported with District paraprofessionals



Summer Skills Program

- The Summer Skills Program is available to elementary students with IEPs who do not qualify for Extended School Year and would benefit from specialized summer programming. This program is hands-on, engaging, and strength-based.
- The program focused on core academic skills aligned with IEP goals
- Students engage with assistive technology to better access general education content during school year
- The program included an enrichment component: Art, Music, Movement
- Summer Skills students participated in the Summer SEL program



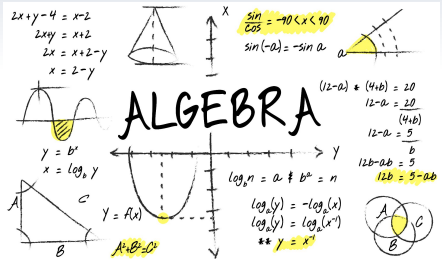
Program Highlights - Social Emotional Learning:

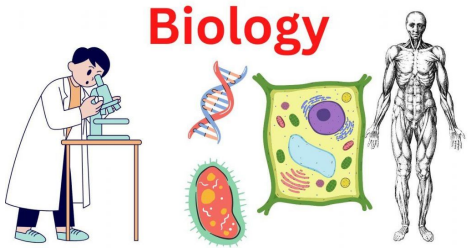
- We were able to provide Social Emotional Learning: Mindfulness Art Therapy workshops weekly to 3rd-8th grade students
- Students in 4th/5th STEAM, Summer Skills, and 9th grade bridge participated
- Topics covered: Collaboration, recognizing personal resilience and personal responsibility, building healthy relationships, review of the school year (pluses and minuses), and building a mental health tool kit



High School Program

- Edgenuity/Credit Recovery - 4 Teachers/7 Sections
- Physical Education
- Biology
- Algebra - 2 sections with one teacher
- Rising 9th Grade







Algebra Adjustment:

- We moved one student from Credit Recovery into the “live” Algebra 1-B.
- This student was retaking Algebra 1-A but struggling with the online version.
- Since the Algebra 1-B class was such a small group of students. this worked out well, and led to better understanding for the student.
- We might want to have a mixed-level class next summer - having a small group of BOTH 1-A and 1-B students in one Algebra class.
- Algebra is hard to replicate in Credit Recovery.

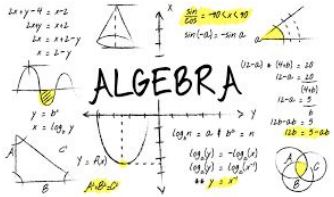




Live Courses:

- We had 26 students in live course this summer.
- These students attended for four hours of instructional time each day and recovered credits in -
  - Biology, Semester 1 (with/wet lab)
  - Algebra 1, Semester 1
  - Algebra 1, Semester 2
  - Physical Education (1 semester)









Edgenuity Success:

- 132 students made up a total of 595 credits.
- This equals 119 total semesters of classes recovered by students.
- Three Seniors earned their diploma.



Extension Program:

- We also had 35 students in the extension program who took advantage of "extra time" to complete more coursework.
- Three of those were Juniors who were in for a LONG and HARD senior year to stay on track for graduation if they had not been granted an extension to work on courses.



MIGRANT EDUCATION PROGRAM SUMMER SERVICES

- FAMILY MATH NIGHT
- EDUCATIONAL EXCURSIONS
- DENTAL AND VISION SCREENING
- NUTRITION WORKSHOP AND MATH ACADEMY
- BACKPACK AND SCHOOL SUPPLY DISTRIBUTION



TOTAL STUDENTS SERVED: 78 STUDENTS





FAMILY MATH NIGHT

SUMMER SERVICE KICK OFF



- Family Math Night was a carnival-themed event.
- Parents and children enjoyed activities focused on currency, counting, geometry, and puzzles.
- Each station featured different math activities to keep students engaged.
- The goal was to provide a fun, interactive environment for families to bond and learn math together.



EDUCATIONAL EXCURSIONS

- This summer, our 4th-8th graders visited Sky Zone, to face their fears, and ended their day at Bay Area Smash Room to release stress.
- Our program offers these educational excursions to supplement classroom learning.







DENTAL AND VISION SCREENING

- In partnership with Sonrisas Dental Health, we offered dental and vision screenings for K-12 students.
- These screenings can detect oral/ocular health issues early.
- If further dental or eye care is needed, we provide families resources and assist them in accessing further treatment.





SUMMER MATH ACADEMY



- Served 12 students.
- Incoming 4th to 9th graders attended a week-long Math Academy taught by Dr. Gerry Lopez.
- Focused on overcoming math anxiety, improving arithmetic skills, and demonstrating that with daily practice, anyone can excel in math.



NUTRITION WORKSHOP



- Organized a nutrition workshop to address unhealthy eating habits and obesity in the Latinx/Hispanic community.
- Empowered students to see that small daily changes can improve their health.
- Highlighted the dangers of poor nutrition and benefits of healthier choices.
- Our aim is to Inspire better habits for a healthier future.



12 students participated

BACKPACK AND SCHOOL SUPPLY DISTRIBUTION

- Summer is an ideal time to prepare for the upcoming school year. That's why we provide backpacks and school supplies through our MEP summer services.
- Regardless of their family's finances, every student has the resources for full participation in their education.
- This helps students feel prepared and confident for the new school year.
- Our next backpack distribution was held July 30th, 2024, we had 80 students signed up!







ELO-P SUMMER SERVICES

The Expanded Learning Opportunity Program(ELO-P) provided summer services for students enrolled in the Big Lift program, extending support beyond their summer school hours. Our services began on the first day of Big Lift and continued through July 19.

During the additional week, students engaged in a range of enriching activities, ensuring a week filled with enjoyable and new experiences.

TOTAL STUDENTS SERVED: 50 STUDENTS



ELO-P EDUCATIONAL EXCURSIONS

The summer excursions that the ELO-P students participated:

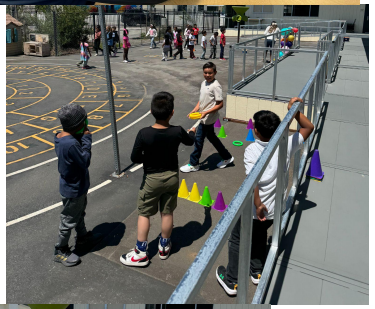
- Palo Alto Junior Zoo & Museum. The students had the opportunity to explore their world through hands-on activities using real scientific tools, objectives, live animals and models.
- Sky Zone, Sky Zone promoted physical fitness, enhancing social skills and fostering teamwork. The active play environment supports motor skills development, encouraged communication and problem solving.

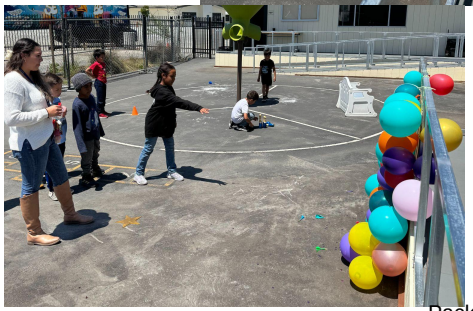


Carnival Math Day

- The students enjoyed the different activities that were offered in each classroom by the Expanded Learning Professionals.
- Each classroom had a different activity: Counting, Shapes, Memory
- The activities would be modified based on the students grade.
- After the math activities, the students had "Carnival Games" outside, taking turns and rotating through all the activities such as: Dart throwing, Face paint, Ring Toss







Questions?

Thank you!

Coversheet

Staffing Update 2024 Presentation

Section: IV. General Business
Item: C. Staffing Update 2024 Presentation
Purpose: FYI
Submitted by: Bianca Forrester
Related Material: CUSD Governing Board Staffing Update 2024.pdf

BACKGROUND:

Bianca Forrester, M.A.Ed., Director of Personnel and Pupil Services, will present an update on the district's staffing. Due to several late June resignations, the District was presented with challenges in recruiting and hiring certificated staff.

RECOMMENDATION:

This item is presented for information only.

Prepared by Bianca Forrester.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

CUSD Staffing Update

Bianca Forrester

Director of Pupil and Personnel Services

August 8, 2024

Challenges related to certificated staffing

- ➔ Over the Spring of 2024, nineteen certificated staff members announced their departure from the District, including two counselors and seventeen teachers

- ➔ The breakdown of teacher departures included two due to non-re-election, three retirements, and twelve resignations. These changes reflect a significant shift in our staffing and present challenges to ensuring that every student is met by a highly qualified educator

Progress toward recruiting and hiring certificated staff

- ➔ Between April and early June, the District successfully conducted recruitment efforts and hired new staff members, enhancing our team and ensuring that we would be well-equipped to meet the needs of our students and community

- ➔ The 11th hour resignation of seven teachers on June 29th presented the District with a staggering challenge to ensuring that every student would be met by a dedicated teacher. The well documented teacher shortage in California makes clear that staffing needs must be met prior to the summer months

Work to Ensure Every Classroom is Staffed

Hatch Elementary School

- Three Spanish immersion teachers resigned on June 29, 2024
- Efforts are underway to bring aboard three Spanish immersion teachers from Spain, we anticipate that they will arrive in late August or early September
- Three dedicated long-term substitute teachers have been assigned to the immersion classes while we await the arrival of new teachers from Spain
- Two elementary school teachers resigned the week of June 29th; the District was able to recruit and hire a local teacher to fill one position. Continuing efforts are underway to determine staffing ratios and assign current personnel as needed in accordance with the District's fiscal stabilization plan

Work to Ensure Every Classroom is Staffed

Cunha Intermediate School

- A Spanish immersion teacher resigned on June 29th, 2024
- A new Spanish immersion teacher, a former Hatch Amity scholar, was hired and will begin in late August. Current Spanish embassy wait times for a visa appointment is twenty five days. The District has secured a qualified long term substitute for the interim

Half Moon Bay High School

- A high school English teacher resigned on June 30th, 2024 due to accepting his dream job at a private school close to his home
- The District partnership with Notre Dame de Namur University ensured that we were able to hire a dedicated local high school English teacher who is nearly finished completing their credential

Questions?

Thank you!

Coversheet

CUSD Fiscal Update

Section: IV. General Business
Item: D. CUSD Fiscal Update
Purpose: FYI
Submitted by: Jennifer Marsh

BACKGROUND:

CUSD continues to assess its deficit spending and implement measures to achieve fiscal sustainability. CBO is utilizing the Fiscal Health Risk Analysis prepared by the Fiscal Crisis & Management Team (FCMAT) in October 2023 to improve processes and procedures.

Update to FCMAT's three key themes that contributed to the challenges faced by CUSD:

1. Overreliance on a consultant for financial reporting:

CBO is preparing all Standardized Account Code Structure (SACS) forms, including multiyear projections.

2. Lack of position control system:

Staff are utilizing the position control module available in the financial system to monitor the number of employees, track vacant positions, and project associated costs. Staff lists will be distributed to departments and site principals for verification.

3. Nonstandard budget development process:

Staff are attending training sessions for the implementation of the new financial system maintained by SMCOE. The new system will be utilized for the 2025-2026 Budget Development in the Spring of 2025. An analysis of the 2024-2025 budget assumptions will take place at the next Budget Advisory Committee meeting, and recommendations will be brought to the Board.

The staff took action on FCMAT Factor 9.3, flipping a "no" to a "yes".

- Has the district followed a policy or collectively bargained agreement to limit accrued vacation balances
- Following the CSEA contract, accrued vacation as of June 30, 2024, in excess of one year's entitlement, no more than 200 hours, was paid out to employees. The cost to the District was $141,769.46.

Staff will use these ongoing presentations to provide updates to FCMAT recommendations and any information relevant to the 2024-25 CUSD budget development. CUSD will continue to present a monthly fiscal update at each regularly scheduled meeting as we work toward continuous improvement of fiscal sustainability.

RECOMMENDATION:

Approve as submitted.

Prepared by Holly Lynne.

Coversheet

CSEA Tentative Agreement

Section:	IV. General Business
Item:	E. CSEA Tentative Agreement
Purpose:	Vote
Submitted by:	Bianca Forrester
Related Material:	CSEA_Tentative_Agreement_07.10.2024.pdf CSEA Master Salary Schedule 2023-24 (4% increase).pdf CSEA Master Classified Salary Schedule 2023-24 (4% increase).pdf

BACKGROUND:

Following productive negotiations, the Cabrillo Unified School District (District) and the California School Employees Association Cabrillo Chapter 485 (CSEA) reached a Tentative Agreement on July 10, 2024. The agreement was subsequently ratified and approved by CSEA on July 23, 2024.

The Tentative Agreement and updated Classified Salary Schedules for all CSEA positions reflect a 4% salary increase retroactive to July 1, 2023, and are hereby submitted for the approval of the Governing Board.

For unit members who are in paid status as of July 1, 2024, an off-schedule one-time payment of $1,500.00 shall be paid to those unit members whose regular work schedule is six (6) hours a day or greater and shall be prorated for those unit members whose regular work schedule is fewer than six (6) hours per day. This one-time off-schedule payment shall be paid from the interest on Fund 40.

RECOMMENDATION:

Approve as submitted.

Prepared by Bianca Forrester and Drew Gamet.

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

July 10, 2024

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

With respect to Article VI, "Salary," the Parties agree to replace the currently-existing language of Article VI, Section 6.8, with the following:

6.8 2023-24 School Year
Unit members in paid status as of June 1, 2024, shall receive a retroactive salary payment based on the following: Increase to the 2022-2023 classified salary schedule by 4%, retroactive to July 1, 2023.

2024-25 School Year
Unit members in paid status as of July 1, 2024, shall receive the following:

6.8.1 Effective July 1, 2024, said unit members shall receive a one-time, off-schedule payment of $1,500 per 1.0 FTE, which shall be prorated based on percentage of FTE only for those unit members whose regular work assignment is fewer than six (6) hours per day.

6.8.2 The salary schedule for the 2023-2024 school year shall be increased by 2.0%, effective January 1, 2025, contingent upon the passage of the replacement parcel tax in November 2024 general election.

In the event increases in salary for the 2022-2023 and/or 2023-24 school years are provided to the District's other bargaining unit(s), the District agrees to provide the same increase(s) to CSEA for the same and corresponding school years. Additionally, if the District and its other bargaining unit(s) reach a two-year agreement on salary for the 2023-2024 and 2024-2025 school years, then the District agrees to provide the same increase(s) to CSEA for the same and corresponding school years.

***

ARTICLE VIII – HEALTH AND WELFARE BENEFITS

The Parties agree that Article VIII, "Health and Welfare Benefits," shall remain status quo.

***

CUSD ____ / CSEA ____

In addition, in the interest of harmonious labor relations, the Parties further agree to the following:

1. The Parties agree to create a new collective bargaining agreement ("CBA") between CSEA and the District with a term of July 1, 2024, through June 30, 2025, which shall embody all the terms and conditions of the 2021-2024 CBA, with the exception of the following:

    a. Article XXIII, "Duration," shall be updated to reflect the new term.

2. For 2024-2025 successor agreement negotiations, the Parties have the right to make successor proposals on any subject matter within scope relating to articles that are included and identified in their respective initial proposals.

***

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

The Parties further agree that negotiations for Article VI, "Salary," and "Article VIII, "Health and Welfare Benefits," for the 2022-23 school year are hereby concluded; that reopener negotiations for the 2023-24 school year are hereby concluded; that negotiations for Article VI, "Salary," and "Article VIII, "Health and Welfare Benefits," for the 2024-25 school year are hereby concluded; and that all other terms and conditions of the existing collective bargaining agreement shall remain status quo and unchanged, except as specified herein and except as modified by any other Tentative Agreements reached during these negotiations.

Dated: July 10, 2024

CABRILLO UNIFIED SCHOOL DISTRICT

Bianca Forrester
Director of Personnel

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER NO. 485

Holly Lynne
Chapter President

CUSD ___ / CSEA ___

CABRILLO UNIFIED SCHOOL DISTRICT
CLASSIFIED SALARY SCHEDULE

A= Employee Paid CalPERS (PERS member after 1/1/2013)

B= Employer Paid CalPERS (PERS member prior to 1/1/2013)

POSITION	RANGE	COLUMN	A HOURLY	B HOURLY	C HOURLY	D HOURLY	E HOURLY
Food Service Assistant I	7	A	$15.82	$16.76	$17.77	$18.84	$19.97
		B	$14.91	$15.81	$16.76	$17.76	$18.83
Clerical Assistant I	9	A	$20.78	$17.62	$18.68	$19.79	$20.98
		B	$15.67	$16.62	$17.61	$18.68	$19.81
Paraprofessional Utility Worker	11	A	$17.46	$18.51	$19.61	$20.80	$22.05
		B	$16.46	$17.46	$18.49	$19.61	$20.79
Paraprofessional-Bilingual Paraprofessional-Migrant Ed Yard Duty Supervisor	12	A	$17.90	$18.97	$20.11	$21.32	$22.60
		B	$16.88	$17.90	$18.98	$20.11	$21.31
Food Service Assistant II Paraprofessional Special Ed I Paraprofessional Special Ed-Spanish Bilingual	13	A	$18.35	$19.45	$20.61	$21.85	$23.16
		B	$17.31	$18.35	$19.45	$20.61	$21.84
Food Service Assistant III Clerical Assistant II Custodian I	14	A	$18.80	$19.94	$21.13	$22.39	$23.74
		B	$17.73	$18.80	$19.92	$21.12	$22.38
Migrant Education Program Advocate School/Community Relations Assistant	16	A	$19.76	$20.95	$22.19	$23.52	$24.94
		B	$18.64	$19.75	$20.95	$22.19	$23.54
Paraprofessional Special Ed II Clerical Assistant III Computer Lab Assistant Duplications Center Operator Expanded Learning Professional Campus Security Assistant	17	A	$20.25	$21.47	$22.76	$24.12	$25.56
		B	$19.10	$20.25	$21.47	$22.73	$24.11
Behavior Aide Health Aide Migrant Services Specialist Custodian II Student Transporation Van Driver Registrar-Intermediate School	19	A	$21.28	$22.55	$23.90	$25.33	$26.86
		B	$20.07	$21.27	$22.55	$23.90	$25.33
ASB Accounting Technician Library Technician	20	A	$21.81	$23.12	$24.50	$25.97	$27.53
		B	$20.57	$21.80	$23.11	$24.49	$25.96
Family Services Specialist Grounds Maintenance Worker Delivery Driver High School To Career Technician Registrar-High School	21	A	$22.35	$23.69	$25.12	$26.62	$28.22
		B	$21.08	$22.35	$23.68	$25.11	$26.60
Food Service Accounting Technician Accounting Technician I Maintenance Custodian	22	A	$22.91	$24.28	$25.74	$27.29	$28.92
		B	$21.60	$22.90	$24.27	$25.74	$27.29
Administrative Assistant I Administrative Assistant II Service Mechanic	23	A	$23.48	$24.89	$26.38	$27.97	$29.65
		B	$22.14	$23.47	$24.90	$26.37	$27.97

On August 8, 2024, the CUSD Governing Board approved a 4.0% salary increase retroactive to July 1, 2023, along with a one-time off-schedule payment of $1,500 per FTE, prorated based on the percentage of FTE.

CABRILLO UNIFIED SCHOOL DISTRICT
CLASSIFIED SALARY SCHEDULE

A= Employee Paid CalPERS (PERS member after 1/1/2013)

B= Employer Paid CalPERS (PERS member prior to 1/1/2013)

POSITION	RANGE	COLUMN	A HOURLY	B HOURLY	C HOURLY	D HOURLY	E HOURLY
Health Technician Administrative Assistant III Lead Custodian II	24	A	$24.07	$25.51	$27.05	$28.67	$30.39
		B	$22.69	$24.07	$25.50	$27.04	$28.65
Maintenance Worker	25	A	$24.67	$26.16	$27.73	$29.38	$31.15
		B	$23.26	$24.66	$26.14	$27.72	$29.37
Administrative Assistant IV Administrative Assistant- Migrant Accounting Technician II Office Technician	26	A	$25.29	$26.81	$28.41	$30.12	$31.93
		B	$23.85	$25.27	$26.79	$28.39	$30.11
District Computer Technician	30	A	$27.91	$29.59	$31.37	$33.25	$35.25
		B	$26.33	$27.90	$29.58	$31.37	$33.24
Migrant Services Coordinator	31	A	$28.61	$30.33	$32.15	$34.08	$36.12
		B	$27.00	$28.61	$30.33	$32.15	$34.07
School Age Child Care Coordinator	32	A	$29.33	$31.09	$32.95	$34.93	$37.02
		B	$27.67	$29.33	$31.09	$32.95	$34.94
Social Services Coordinator Youth Development Coordinator	33	A	$30.06	$31.87	$33.78	$35.81	$37.95
		B	$28.36	$30.07	$31.86	$33.78	$35.80
Social Services Coordinator Youth Development Coordinator	34	A	$30.82	$32.66	$34.62	$36.70	$38.90
		B	$29.08	$30.83	$32.68	$34.64	$36.71
Prekindergarten Educator Mechanic	35	A	$31.58	$33.48	$35.48	$37.62	$39.87
		B	$29.83	$31.58	$33.49	$35.50	$37.63
School Bus Driver Administrative Assistant V Payroll Technician	37	A	$33.18	$35.17	$37.28	$39.52	$41.89
		B	$31.30	$33.19	$35.17	$37.29	$39.53
Behavior Specialist Assistant Lead District Computer Technician	38	A	$34.01	$36.05	$38.21	$40.51	$42.94
		B	$32.09	$34.02	$36.05	$38.22	$40.51
System Support Specialist	39	A	$34.86	$36.95	$39.17	$41.52	$44.01
		B	$32.90	$34.87	$36.96	$39.18	$41.54
Lead Bus Driver	41	A	$36.63	$38.82	$41.15	$43.62	$46.24
		B	$33.90	$35.79	$37.85	$39.88	$42.13
Transportation Coordinator Data Specialist	42	A	$37.54	$39.79	$42.18	$44.71	$47.39
		B	$35.42	$37.55	$39.81	$42.20	$44.73

On August 8, 2024, the CUSD Governing Board approved a 4.0% salary increase retroactive to July 1, 2023, along with a one-time off-schedule payment of $1,500 per FTE, prorated based on the percentage of FTE.

CABRILLO UNIFIED SCHOOL DISTRICT
CLASSIFIED SALARY SCHEDULE

A= Employee Paid CalPERS (PERS member after 1/1/2013)
B= Employer Paid CalPERS (PERS member prior to 1/1/2013)

POSITION	RANGE	COLUMN	A HOURLY	B HOURLY	C HOURLY	D HOURLY	E HOURLY
Health Technician I District Computer and Network Specialist	45	A	$40.42	$42.86	$45.43	$48.15	$51.04
		B	$38.15	$40.44	$42.87	$45.44	$48.16
Student Data Systems Coordinator	47	A	$42.47	$45.02	$47.73	$50.59	$53.62
		B	$40.08	$42.48	$45.03	$47.75	$50.61
System Administrator	48	A	$43.53	$46.14	$48.92	$51.85	$54.96
		B	$41.08	$43.54	$46.16	$48.93	$51.86
Health Technician II	51	A	$46.88	$49.70	$52.68	$55.84	$59.19
		B	$44.24	$46.89	$49.70	$52.70	$55.86
Occupational Therapist	67	A	$63.06	$66.84	$70.84	$75.10	$79.60
		B	$59.50	$63.07	$66.85	$70.87	$75.12

On August 8, 2024, the CUSD Governing Board approved a 4.0% salary increase retroactive to July 1, 2023, along with a one-time off-schedule payment of $1,500 per FTE, prorated based on the percentage of FTE.

CABRILLO UNIFIED SCHOOL DISTRICT
2024-2025 CLASSIFIED SALARY SCHEDULE (includes 4% increase)

	A		B		C		D		E	
	A	B	A	B	A	B	A	B	A	B
7	$15.82	$16.21	$16.62	$17.04	$17.46	$17.90	$18.34	$18.80	$19.27	$19.76
8	$16.21	$16.62	$17.04	$17.46	$17.90	$18.34	$18.80	$19.27	$19.76	$20.25
9	$16.62	$17.04	$17.46	$17.90	$18.34	$18.80	$19.27	$19.76	$20.25	$20.76
10	$17.04	$17.46	$17.90	$18.34	$18.80	$19.27	$19.76	$20.25	$20.76	$21.27
11	$17.46	$17.90	$18.34	$18.80	$19.27	$19.76	$20.25	$20.76	$21.27	$21.81
12	$17.90	$18.34	$18.80	$19.27	$19.76	$20.25	$20.76	$21.27	$21.81	$22.35
13	$18.34	$18.80	$19.27	$19.76	$20.25	$20.76	$21.27	$21.81	$22.35	$22.91
14	$18.80	$19.27	$19.76	$20.25	$20.76	$21.27	$21.81	$22.35	$22.91	$23.48
15	$19.27	$19.76	$20.25	$20.76	$21.27	$21.81	$22.35	$22.91	$23.48	$24.07
16	$19.76	$20.25	$20.76	$21.27	$21.81	$22.35	$22.91	$23.48	$24.07	$24.67
17	$20.25	$20.76	$21.27	$21.81	$22.35	$22.91	$23.48	$24.07	$24.67	$25.29
18	$20.76	$21.27	$21.81	$22.35	$22.91	$23.48	$24.07	$24.67	$25.29	$25.92
19	$21.27	$21.81	$22.35	$22.91	$23.48	$24.07	$24.67	$25.29	$25.92	$26.57
20	$21.81	$22.35	$22.91	$23.48	$24.07	$24.67	$25.29	$25.92	$26.57	$27.23
21	$22.35	$22.91	$23.48	$24.07	$24.67	$25.29	$25.92	$26.57	$27.23	$27.91
22	$22.91	$23.48	$24.07	$24.67	$25.29	$25.92	$26.57	$27.23	$27.91	$28.61
23	$23.48	$24.07	$24.67	$25.29	$25.92	$26.57	$27.23	$27.91	$28.61	$29.33
24	$24.07	$24.67	$25.29	$25.92	$26.57	$27.23	$27.91	$28.61	$29.33	$30.06
25	$24.67	$25.29	$25.92	$26.57	$27.23	$27.91	$28.61	$29.33	$30.06	$30.81
26	$25.29	$25.92	$26.57	$27.23	$27.91	$28.61	$29.33	$30.06	$30.81	$31.58
27	$25.92	$26.57	$27.23	$27.91	$28.61	$29.33	$30.06	$30.81	$31.58	$32.37
28	$26.57	$27.23	$27.91	$28.61	$29.33	$30.06	$30.81	$31.58	$32.37	$33.18
29	$27.23	$27.91	$28.61	$29.33	$30.06	$30.81	$31.58	$32.37	$33.18	$34.01
30	$27.91	$28.61	$29.33	$30.06	$30.81	$31.58	$32.37	$33.18	$34.01	$34.86
31	$28.61	$29.33	$30.06	$30.81	$31.58	$32.37	$33.18	$34.01	$34.86	$35.73
32	$29.33	$30.06	$30.81	$31.58	$32.37	$33.18	$34.01	$34.86	$35.73	$36.63
33	$30.06	$30.81	$31.58	$32.37	$33.18	$34.01	$34.86	$35.73	$36.63	$37.54
34	$30.81	$31.58	$32.37	$33.18	$34.01	$34.86	$35.73	$36.63	$37.54	$38.48
35	$31.58	$32.37	$33.18	$34.01	$34.86	$35.73	$36.63	$37.54	$38.48	$39.44
36	$32.37	$33.18	$34.01	$34.86	$35.73	$36.63	$37.54	$38.48	$39.44	$40.43
37	$33.18	$34.01	$34.86	$35.73	$36.63	$37.54	$38.48	$39.44	$40.43	$41.44
38	$34.01	$34.86	$35.73	$36.63	$37.54	$38.48	$39.44	$40.43	$41.44	$42.47
39	$34.86	$35.73	$36.63	$37.54	$38.48	$39.44	$40.43	$41.44	$42.47	$43.54
40	$35.73	$36.63	$37.54	$38.48	$39.44	$40.43	$41.44	$42.47	$43.54	$44.62
41	$36.63	$37.54	$38.48	$39.44	$40.43	$41.44	$42.47	$43.54	$44.62	$45.74
42	$37.54	$38.48	$39.44	$40.43	$41.44	$42.47	$43.54	$44.62	$45.74	$46.88
43	$38.48	$39.44	$40.43	$41.44	$42.47	$43.54	$44.62	$45.74	$46.88	$48.06
44	$39.44	$40.43	$41.44	$42.47	$43.54	$44.62	$45.74	$46.88	$48.06	$49.26
45	$40.43	$41.44	$42.47	$43.54	$44.62	$45.74	$46.88	$48.06	$49.26	$50.49
46	$41.44	$42.47	$43.54	$44.62	$45.74	$46.88	$48.06	$49.26	$50.49	$51.75
47	$42.47	$43.54	$44.62	$45.74	$46.88	$48.06	$49.26	$50.49	$51.75	$53.04
48	$43.54	$44.62	$45.74	$46.88	$48.06	$49.26	$50.49	$51.75	$53.04	$54.37
49	$44.62	$45.74	$46.88	$48.06	$49.26	$50.49	$51.75	$53.04	$54.37	$55.73
50	$45.74	$46.88	$48.06	$49.26	$50.49	$51.75	$53.04	$54.37	$55.73	$57.12
51	$46.88	$48.06	$49.26	$50.49	$51.75	$53.04	$54.37	$55.73	$57.12	$58.55
52	$48.06	$49.26	$50.49	$51.75	$53.04	$54.37	$55.73	$57.12	$58.55	$60.02
53	$49.26	$50.49	$51.75	$53.04	$54.37	$55.73	$57.12	$58.55	$60.02	$61.52
54	$50.49	$51.75	$53.04	$54.37	$55.73	$57.12	$58.55	$60.02	$61.52	$63.05
55	$51.75	$53.04	$54.37	$55.73	$57.12	$58.55	$60.02	$61.52	$63.05	$64.63
56	$53.04	$54.37	$55.73	$57.12	$58.55	$60.02	$61.52	$63.05	$64.63	$66.25
57	$54.37	$55.73	$57.12	$58.55	$60.02	$61.52	$63.05	$64.63	$66.25	$67.90
58	$55.73	$57.12	$58.55	$60.02	$61.52	$63.05	$64.63	$66.25	$67.90	$69.60
59	$57.12	$58.55	$60.02	$61.52	$63.05	$64.63	$66.25	$67.90	$69.60	$71.34
60	$58.55	$60.02	$61.52	$63.05	$64.63	$66.25	$67.90	$69.60	$71.34	$73.12
61	$60.02	$61.52	$63.05	$64.63	$66.25	$67.90	$69.60	$71.34	$73.12	$74.95
62	$61.52	$63.05	$64.63	$66.25	$67.90	$69.60	$71.34	$73.12	$74.95	$76.82
63	$63.05	$64.63	$66.25	$67.90	$69.60	$71.34	$73.12	$74.95	$76.82	$78.75
64	$64.63	$66.25	$67.90	$69.60	$71.34	$73.12	$74.95	$76.82	$78.75	$80.71
65	$66.25	$67.90	$69.60	$71.34	$73.12	$74.95	$76.82	$78.75	$80.71	$82.73
66	$67.90	$69.60	$71.34	$73.12	$74.95	$76.82	$78.75	$80.71	$82.73	$84.80
67	$69.60	$71.34	$73.12	$74.95	$76.82	$78.75	$80.71	$82.73	$84.80	$86.92

Coversheet

Public Disclosure of Collective Bargaining Agreement for CSEA

Section: IV. General Business
Item: F. Public Disclosure of Collective Bargaining Agreement for CSEA
Purpose: FYI
Submitted by: Jennifer Marsh
Related Material: Cabrillo_FY_24-25_CSEA_Disclosure_Collective_Bargaining_Final.pdf

BACKGROUND:

The Cabrillo Unified School District's AB 2756 for CSEA 486 consists of a 4% increase to the 2022-2023 classified salary schedule, retroactive to July 1, 2023. Effective July 1, 2024, said unit members shall receive a one-time off-schedule payment of $1,500 per full-time equivalent (FTE), which shall be prorated based on a percentage of FTE only for those unit members whose regular work assignment is fewer than six (6) hours per day. The salary schedule for the 2023-2024 school year shall be increased by 2.0%, effective January 1, 2025, contingent upon the passage of the replacement parcel tax in the November 2024 general election. This is a 1-year agreement for 2024-2025.

The fiscal impact to the General Fund will be $670,680.

RECOMMENDATION:

For informational purposes.

Prepared by Holly Lynne.

SAN MATEO COUNTY
PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
in Accordance with AB 1200 (Chapter 1213/1991), AB 2756 (Statutes of 2004), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: **Cabrillo Unified School District**

Name of Bargaining Unit: **CA School Employees Association (CSEA) Cabrillo Chapter 485**

Certificated, Classified, Other: **Classified**

The proposed agreement covers the period beginning: **July 1, 2024** (date) and ending: **June 30, 2025** (date)

The Governing Board will act upon this agreement at its meeting on: 8/8/2024 (date)

(Note: This form, along with a copy of the proposed agreement, must be submitted to the county office at least ten (10) working days prior to the date the governing board will take action.)

A. Proposed Change in Compensation

	Compensation	Annual Cost Prior to Proposed Agreement FY 24-25	Fiscal Impact of Proposed Agreement: Year 1 Increase/(Decrease) FY 23-24	Year 2 Increase/(Decrease) FY 24-25	Year 3 Increase/(Decrease) FY ____ - ____
1	**Salary Schedule** Increase (Decrease)	$ 6,130,530	$ 245,221	$ 245,221	$ -
			4.0000%		
2	**Step and Column -** Increase (Decrease) Due to movement plus any changes due to settlement	$ -	$ -	$ -	$ -
3	**Other Compensation -** Increase (Decrease) (Stipends, Bonuses, Longevity, overtime, etc.)	$ -		$ 223,500	$ -
	Description of other compensation:			Off schedule bonus up to $1500 per FTE	
4	**Statutory Benefits -** STRS, PERS, FICA, WC, UI, Medicate etc.	$ 2,252,970	$ 90,119	$ 172,255	$ -
			4.0000%		
5	**Health/Welfare Plans:**	$ -	$ -	$ -	$ -
			%	%	%
	Description of health & welfare plans:				
6	**Total Compensation -** Increase (Decrease) (Total Lines 1-5)	$ 8,383,500	$ 335,340	$ 640,976	$ -
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	149.00			
8	**Total Compensation Average Cost per Employee**	56,265.10	2,250.60	4301.85	0
			4.00%		

SAN MATEO COUNTY
PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), AB 2756 (Statutes of 2004), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: **Cabrillo Unified School District**

Name of Bargaining Unit: **CA School Employees Association (CSEA) Cabrillo Chapter 485**

Certificated, Classified, Other: **Classified**

The proposed agreement covers the period beginning: **July 1, 2024** (date) and ending: **June 30, 2025** (date)

The Governing Board will act upon this agreement at its meeting on: 8/8/2024 (date)

(Note: This form, along with a copy of the proposed agreement, must be submitted to the county office at least ten (10) working days prior to the date the governing board will take action.)

A. Proposed Change in Compensation

	Compensation	Annual Cost Prior to Proposed Agreement FY 24-25	Fiscal Impact of Proposed Agreement: Year 1 Increase/(Decrease) FY 23-24	Year 2 Increase/(Decrease) FY 24-25	Year 3 Increase/(Decrease) FY ____ - ____
1	**Salary Schedule** Increase (Decrease)	$ 6,130,530	$ 245,221	$ 245,221	$ -
			4.0000%		
2	**Step and Column -** Increase (Decrease) Due to movement plus any changes due to settlement	$ -	$ -	$ -	$ -
3	**Other Compensation -** Increase (Decrease) (Stipends, Bonuses, Longevity, overtime, etc.)	$ -		$ 223,500	$ -
	Description of other compensation:			Off schedule bonus up to $1500 per FTE	
4	**Statutory Benefits -** STRS, PERS, FICA, WC, UI, Medicate etc.	$ 2,252,970	$ 90,119	$ 172,255	$ -
			4.0000%		
5	**Health/Welfare Plans:**	$ -	$ -	$ -	$ -
			%	%	%
	Description of health & welfare plans:				
6	**Total Compensation -** Increase (Decrease) (Total Lines 1-5)	$ 8,383,500	$ 335,340	$ 640,976	$ -
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	149.00			
8	**Total Compensation Average Cost per Employee**	56,265.10	2,250.60	4301.85	0
			4.00%		

9. Please provide summary of negotiated agreement. For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

Tentative agreement was for an on schedule increase of 4% for FY 23/24, retroactive to July 1, 2023; however, the agreement includes a provision that CSEA members shall be entitled to the same compensation percentage increase that any other bargaining unit receives for FY 2023-24. Also includes $1500 per FTE off schedule payment to be funded by transfer from Fund 40. The salary schedule shall be increased by 2.0%, effective January 1, 2025, contingent upon passage of the replacement parcel tax. Increase to expenditures and revenue not included in disclosure due to parcel tax not being passed by voters at this time. Potential increase to revenue of $530,000 and potential salary increase expenditures of $167,670.

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

NO

11. Does this bargaining unit have any recipients of life time benefits? If so, please indicate number of FTEs and health & welfare amounts.

NO

12. A. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes [ ] No [X]
If yes, please describe the cap amount.

B. Describe any negotiated changes in non-compensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

N/A

Does the negotiated changes in non-compensation items impact the TK-3rd grade average class size requirements for Grade Span Adjustment (GSA) Yes [ ] No [X]
If yes, please describe the affects and if there's an alternative agreement for the TK-3rd grade average class size in the contract.

C. Are reduction to budget or program necessary to accommodate the settlement?
Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

N/A

D. What contingency language is included in the proposed agreement? Include specific areas identified reopeners, applicable fiscal years, and specific contingency language.

Duration of this agreement is from July 1, 2024 - June 30, 2025. The salary schedule for the 2023-2024 school year shall be increased by 2.0%, effective January 1, 2025, contingent upon the passage of the replacement parcel tax in November 2024 general election.

E. Will this agreement create, increase or decrease deficit spending in the current or subsequent year(s)? "Deficit Spending" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

Deficit spending will increase from the Adopted budget; however. One time costs of approximately $306,000 will be funded from transfer from Fund 40.

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A

G. Source of Funding for Proposed Agreement
1. Current Year

LCFF and other general revenues, one time costs covered by Fund 40

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e. LCFF, COLA, property taxes, staffing reductions, staffing ratio changes, one-time sources, etc.?

LCFF and other general revenues

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

N/A

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: **CA School Employees Association (CSEA) Cabrillo Chapter 485**

	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 7/01/24)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$ 34,577,062	$ -		$ 34,577,062
Remaining Revenues (8100-8799)	$ 975,601	$ -	$ -	$ 975,601
TOTAL REVENUES	$ 35,552,663	$ -	$ -	$ 35,552,663
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 12,417,799	$ -		$ 12,417,799
Classified Salaries (2000-2999)	$ 3,681,505	$ 713,942		$ 4,395,447
Employee Benefits (3000-3999)	$ 6,416,826	$ 262,374		$ 6,679,200
Books and Supplies (4000-4999)	$ 542,452	$ -	$ -	$ 542,452
Services, Other Operating Expenses (5000-5999)	$ 3,560,145	$ -	$ -	$ 3,560,145
Capital Outlay (6000-6599)	$ -	$ -	$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ 59,468	$ -	$ -	$ 59,468
Direct Support/Indirect Cost (7300-7399)	$ (55,520)	$ -	$ -	$ (55,520)
Other Adjustments				
TOTAL EXPENDITURES	$ 26,622,675	$ 976,316	$ -	$ 27,598,991
OPERATING SURPLUS (DEFICIT)	$ 8,929,988	$ (976,316)	$ -	$ 7,953,672
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ 305,636	$ -	$ 305,636
TRANSFERS OUT & OTHER USES (7610-7699)	$ 290,144	$ -	$ -	$ 290,144
CONTRIBUTIONS (8980-8999)	$ (7,947,912)	$ -		$ (7,947,912)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ 691,932	$ (670,680)	$ -	$ 21,252
BEGINNING BALANCE	$ 3,552,650			$ 3,552,650
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	$ 4,244,582	$ (670,680)	$ -	$ 3,573,902
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	$ 45,000	$ -	$ -	$ 45,000
Restricted (9730-9749)	$ -	$ -	$ -	$ -
Committed (9750-9769)	$ -	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Assigned (9770-9788)	$ -	$ -	$ -	$ -
Unassigned (9789-9790)	$ 4,199,582	$ (670,680)	$ -	$ 3,528,902

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit: **CA School Employees Association (CSEA) Cabrillo Chapter 485**

	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 7/01/24)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$ 2,122,094	$ -	$ -	$ 2,122,094
Remaining Revenues (8100-8799)	$ 7,449,301	$ -	$ -	$ 7,449,301
TOTAL REVENUES	$ 9,571,395	$ -	$ -	$ 9,571,395
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 4,141,158	$ -		$ 4,141,158
Classified Salaries (2000-2999)	$ 4,379,812	$ -		$ 4,379,812
Employee Benefits (3000-3999)	$ 5,840,065	$ -		$ 5,840,065
Books and Supplies (4000-4999)	$ 713,801	$ -	$ -	$ 713,801
Services, Other Operating Expenses (5000-5999)	$ 3,008,628	$ -	$ -	$ 3,008,628
Capital Outlay (6000-6599)	$ 75,000	$ -	$ -	$ 75,000
Other Outgo (7100-7299) (7400-7499)	$ 220,000	$ -	$ -	$ 220,000
Direct Support/Indirect Cost (7300-7399)	$ 46,108	$ -	$ -	$ 46,108
Other Adjustments				
TOTAL EXPENDITURES	$ 18,424,572	$ -	$ -	$ 18,424,572
OPERATING SURPLUS (DEFICIT)	$ (8,853,177)	$ -	$ -	$ (8,853,177)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ -	$ -	$ -	$ -
CONTRIBUTIONS (8980-8999)	$ 7,947,912	$ -		$ 7,947,912
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (905,265)	$ -	$ -	$ (905,265)
BEGINNING BALANCE	$ 4,834,237			$ 4,834,237
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	$ 3,928,972	$ -	$ -	$ 3,928,972
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	$ -	$ -	$ -	$ -
Restricted (9730-9749)	$ 3,928,972	$ -	$ -	$ 3,928,972
Committed (9750-9769)	$ -	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Assigned (9770-9788)	$ -	$ -	$ -	$ -
Unassigned (9789-9790)	$ -	$ -	$ -	$ -

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit: **CA School Employees Association (CSEA) Cabrillo Chapter 485**

	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 7/01/24)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$ 36,699,156	$ -	$ -	$ 36,699,156
Remaining Revenues (8100-8799)	$ 8,424,902	$ -	$ -	$ 8,424,902
TOTAL REVENUES	$ 45,124,058	$ -	$ -	$ 45,124,058
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 16,558,957	$ -	$ -	$ 16,558,957
Classified Salaries (2000-2999)	$ 8,061,317	$ 713,942	$ -	$ 8,775,259
Employee Benefits (3000-3999)	$ 12,256,891	$ 262,374	$ -	$ 12,519,265
Books and Supplies (4000-4999)	$ 1,256,253	$ -	$ -	$ 1,256,253
Services, Other Operating Expenses (5000-5999)	$ 6,568,773	$ -	$ -	$ 6,568,773
Capital Outlay (6000-6599)	$ 75,000	$ -	$ -	$ 75,000
Other Outgo (7100-7299) (7400-7499)	$ 279,468	$ -	$ -	$ 279,468
Direct Support/Indirect Cost (7300-7399)	$ (9,412)	$ -	$ -	$ (9,412)
Other Adjustments				
TOTAL EXPENDITURES	$ 45,047,247	$ 976,316	$ -	$ 46,023,563
OPERATING SURPLUS (DEFICIT)	$ 76,811	$ (976,316)	$ -	$ (899,505)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ 305,636	$ -	$ 305,636
TRANSFERS OUT & OTHER USES (7610-7699)	$ 290,144	$ -	$ -	$ 290,144
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (213,333)	$ (670,680) *	$ -	$ (884,013)
BEGINNING BALANCE	$ 8,386,887			$ 8,386,887
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	$ 8,173,554	$ (670,680)	$ -	$ 7,502,874
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	$ 45,000	$ -	$ -	$ 45,000
Restricted (9730-9749)	$ 3,928,972	$ -	$ -	$ 3,928,972
Committed (9750-9769)	$ -	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Assigned (9770-9788)	$ -	$ -	$ -	$ -
Unassigned (9789-9790)	$ 4,199,582	$ (670,680)	$ -	$ 3,528,902

*** If the total amount of the Adjustment in Col. 2 does not agree with the amount of the Total Compensation Increase (Decrease) in Section A, Line 6, Page 1, explain the variance below:** **FY 24/25 budget impact is double to account for retro back to July 1, 2023 FD 40 transfer in to cover the cost of the FY 24/25 one time bonus**

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT FISCAL YEARS

Multiyear Projection - Combined General Fund

Enter Bargaining Unit: **CA School Employees Association (CSEA) Cabrillo Chapter 485**

	FY 24-25 Total Current Budget After Settlement	FY 25-26 First Subsequent Year After Settlement	FY 26-27 Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	$ 36,699,156	$ 37,506,595	$ 38,338,275
Remaining Revenues (8100-8799)	$ 8,424,902	$ 8,044,575	$ 8,044,575
TOTAL REVENUES	$ 45,124,058	$ 45,551,170	$ 46,382,850
EXPENDITURES			
Certificated Salaries (1000-1999)	$ 16,558,957	$ 16,250,201	$ 16,276,281
Classified Salaries (2000-2999)	$ 8,775,259	$ 8,338,276	$ 8,505,042
Employee Benefits (3000-3999)	$ 12,519,265	$ 12,373,322	$ 12,574,979
Books and Supplies (4000-4999)	$ 1,256,253	$ 1,153,151	$ 1,040,730
Services, Other Operating Expenses (5000-5999)	$ 6,568,773	$ 6,087,305	$ 6,087,305
Capital Outlay (6000-6999)	$ 75,000	$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ 279,468	$ 279,468	$ 279,468
Direct Support/Indirect Cost (7300-7399)	$ (9,412)	$ (9,412)	$ (9,412)
Other Adjustments		$ -	$ -
TOTAL EXPENDITURES	$ 46,023,563	$ 44,472,311	$ 44,754,393
OPERATING SURPLUS (DEFICIT)	$ (899,505)	$ 1,078,859	$ 1,628,457
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 305,636	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 290,144	$ 290,144	$ 290,144
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (884,013)	$ 788,715	$ 1,338,313
BEGINNING BALANCE	$ 8,386,887	$ 7,502,874	$ 8,291,589
CURRENT-YEAR ENDING BALANCE	$ 7,502,874	$ 8,291,589	$ 9,629,902
COMPONENTS OF ENDING BALANCE:			
Nonspendable (9711-9719)	$ 45,000	$ 45,000	$ 45,000
Restricted (9730-9749)	$ 3,928,972	$ 3,509,248	$ 3,135,293
Committed (9750-9769)	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -
Assigned (9770-9788)	$ -	$ -	$ -
Unassigned (9789-9790)	$ 3,528,902	$ 4,737,341	$ 6,449,609

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		FY 24-25	FY 25-26	FY 26-27
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$ 46,313,707	$ 44,762,455	$ 45,044,537
b.	State Standard Minimum Reserve Percentage for this District: **(enter percentage)**:	3.00%	3.00%	3.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. OR $50,000	$ 1,389,411	$ 1,342,874	$ 1,351,336

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund (Fund 01) Stabilization Arrangements, % Unassigned Fund Balance (includes Reserve for Economic Uncertainties)	$ 3,528,902	$ 4,737,341	$ 6,449,609
b.	Special Reserve Fund (Fund 17) Unassigned Fund Balance	$ 78,766	$ 80,266	$ 81,766
c.	Total Available Reserves	$ 3,607,668	$ 4,817,607	$ 6,531,375
d.	Reserve for Economic Uncertainties Percentage	7.79%	10.76%	14.50%

3. Do unrestricted reserves meet the state minimum reserve amount?

FY 24-25	Yes	**X**	No	
FY 25-26	Yes	**X**	No	
FY 26-27	Yes	**X**	No	

4. If no, how do you plan to restore your reserves? Provide comments/explanations below:

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

(The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.)

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and the Chief Business Officer of Cabrillo Unified School District (District),
hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement Unit),
during the term of the agreement from 7/1/2024 to 6/30/2025.

District Superintendent (Signature Over Printed Name)	8/2/2024 **Date**
Chief Business Officer (Signature Over Printed Name)	8/1/2024 **Date**

L. CERTIFICATION NO. 2

(The disclosure document must be signed by the district Superintendent or designee and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.)

The information provided in this document summarizes the financial implications of the proposed agreement and submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent (Signature Over Printed Name)	**Date**
Contact Person	Phone
President or Clerk of the Governing Board (Signature Over Printed Name)	**Date**

Coversheet

Bond ProgramConstruction Update

Section: IV. General Business
Item: G. Bond ProgramConstruction Update
Purpose: FYI
Submitted by: Jennifer Marsh
Related Material: Bond_Construction_Update_Slide_Presentation_08.08.2024.pdf

BACKGROUND:

The Cabrillo Unified School District (CUSD) Bond Program modernization projects at El Granada and Farallone View Elementary Schools are progressing as scheduled. Other bond-funded projects across the district include repairing a sinkhole at HMBHS and finishing the Early Learning Center at Hatch Elementary School. CUSD Staff will update the CUSD Governing Board on the CUSD Bond Program projects.

The CUSD Bond Program is financed with bond funds from Fund 21.

RECOMMENDATION:

Receive the CUSD Bond Program presentation.

Prepared by Holly Lynne.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

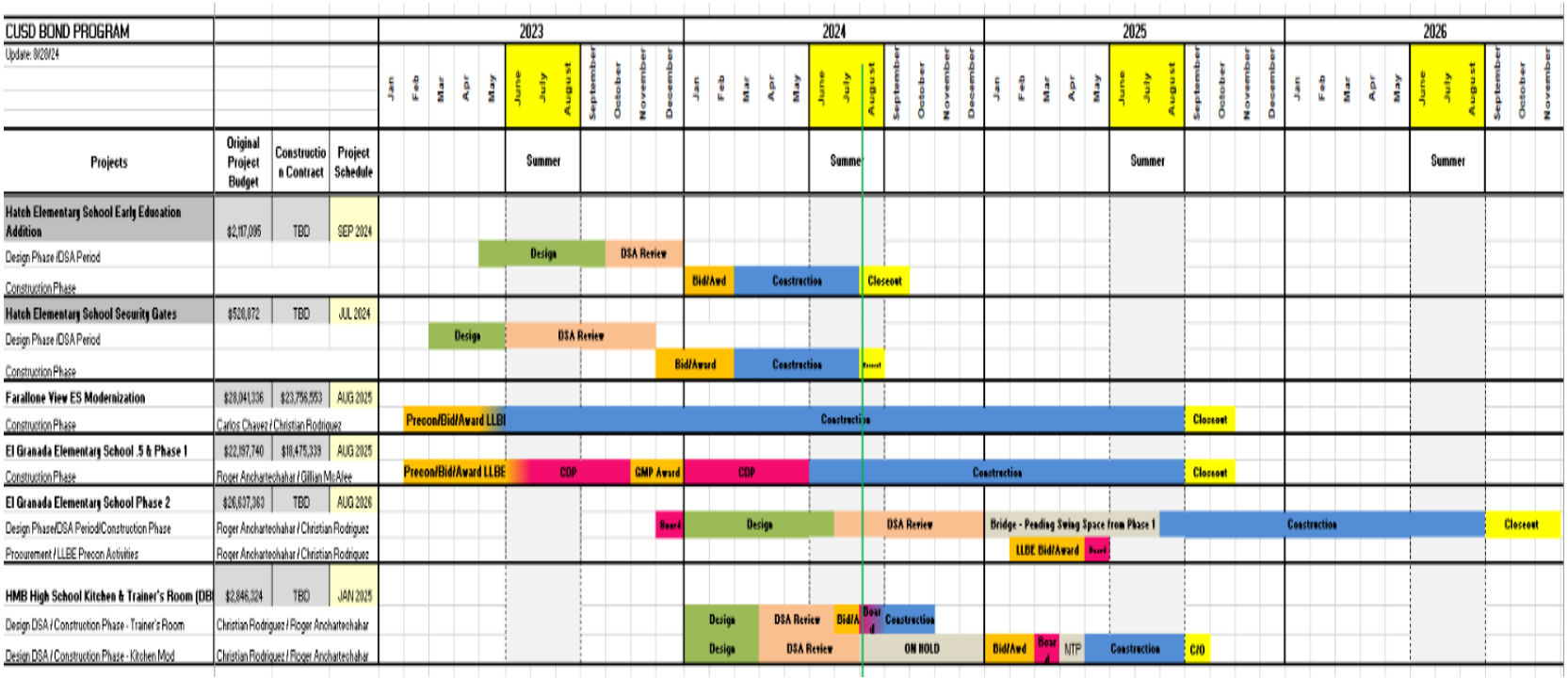
Bond Program Construction Update

Roger Anchartechahar,

Senior Project Manager, Vanir Construction Management

August 8, 2024

Measure M&S Bond Program Schedule



UPCOMING PROJECTS

PROJECT LIST		
EL GRANADA PHASE 2	$	27,430,000.00
HMBHS CENTRAL KITCHEN	$	3,208,374.00
HMBHS SINKHOLE	$	600,000.00
DISTRICTWIDE CAPITAL OUTLAY PROJECTS	$	7,355,129.21

2012 Measure S (June 2012) & Measure M (June 2018)

On June 5, 2012, Cabrillo USD (CUSD) voters approved **Measure S**, an **$81,000,000** bond authorization for the **acquisition, construction, improvement, furnishing, and equipping of school facilities**.

On June 5, 2018, CUSD voters approved **Measure M**, a **$99,000,000** bond authorization for **updating of classrooms and science labs, essential safety repairs, fixing leaky roofs, equipping classrooms with technology, replacing/repairing heating and plumbing, and constructing and equipping classrooms.**

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 4/2023

To Sell Spring 2024

*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.

Bond Expenditures (Handout):

- The handout provided with this agenda item includes an account of all actual expenditures from Measure S and Measure M to date.
- All Bond Program expenditures are vetted and aligned with the language of Bond Initiatives to ensure those costs match the intent of the ballot language approved by Coastside voters.
- The CUSD Citizens Bond Oversight Committee (CBOC) helps monitor Bond Program expenditures. The CUSD CBOC approves the annual CUSD Bond Program Audit and also presents an annual report to the Governing Board (in December typically).

CUSD Comprehensive Bond Program

FUNDING SOURCES	AUTHORIZATIONS	ACTUAL EXPENDITURES	ENCUMBERED	EXPENDITURES PLUS ENCUMBRANCES	AVAILABLE UNASSIGNED	ACTUAL FUNDS
MEASURE S	$ 81,000,000.00	$ 67,173,590.26	$ -	$ 67,173,590.26	$ 22,696,972.92	$ 89,870,563.18 *
MEASURE M	$ 99,000,000.00	$ 52,855,021.69	$ 44,077,124.54	$ 96,932,146.23	$ 2,067,853.77	$ 99,000,000.00
FUND 25 DEVELOPER FEES					$ 2,487,952.35	
TOTAL	$180,000,000.00	$ 120,028,611.95	$44,077,124.54	$164,105,736.49	$ 27,252,779.04	
FUND 40 CAPITAL OUTLAY					$ 11,340,724.17	
GRAND TOTAL					$ 38,593,503.21	

* NOTE: This amount includes additional funds received that augmented Measure S Projects (e.g., Cunha Event Center construction.)

Fund 40: Capital Outlay Projects

- Proceeds from the Cunha Building C Settlement are in the CUSD Fund 40 ($11,340,724 at 2023-24 Second Interim).

- Fund 40 fund expenditures are to be used to support district-wide capital outlay initiatives and to supplement the CUSD Bond program projects to account for inflation, change orders, escalation, and other contingencies.

Fund 25: Developer Fees

- Restricted Funding to be used in alignment with GOV Sections 65970-65981 or GOV Section 65995 et seq., or items specified in agreements with developer - GOV Section 66006.
- CUSD Proceeds from Developer Fees are $2,487,952.35 at 2023-24 Second Interim.
- Funds will be used to supplement the CUSD Bond Program and Capital Outlay as appropriate.

Half Moon Bay High School Sinkhole

- Construction Company:– TBD
- Design Team: HMH Civil Engineers, Inc.
- Budget/Schedule: $600,000 **/** 9/12/2024 – 11/9/2024
- Status: **Drawings 100 % Complete**

1. Public Bid Advertisements – 8/5/2024- 8/16/2024 –In progress

2. Bid opening – 8/29/2024

3. Board Approval – 9/12/2024

4. Contractor Notice of Award – 9/13/2024

Sinkhole Existing Condition



Farallone View Elementary School

- Construction Company: CORE Construction Inc.
- Architects: Studio W Architects
- Total Project Budget: $28,151,503
- Schedule: 8/1/2023 – 8/1/2025
- Status: Construction Started:
  - > Building A Modernization Completed 8/2/2024
  - > Building B and MU Modernization 8/31/2025
  - > No Coastal Development Permit was Required

Farallone View Construction Progress Photos





















El Granada Elementary School

- Construction Company:– Rodan Builders
- Architects: Quatrocchi Kwok Architects Firm (QKA)
- Budget/Schedule: $22,803,287 **/** 6/5/2024 – 8/31/2025
- Status: **DSA Approved of Phase 1 (1 and 2 below)**:

  1. Building 0.5 Complex – In Progress

  2. New Building C Construction – In Progress

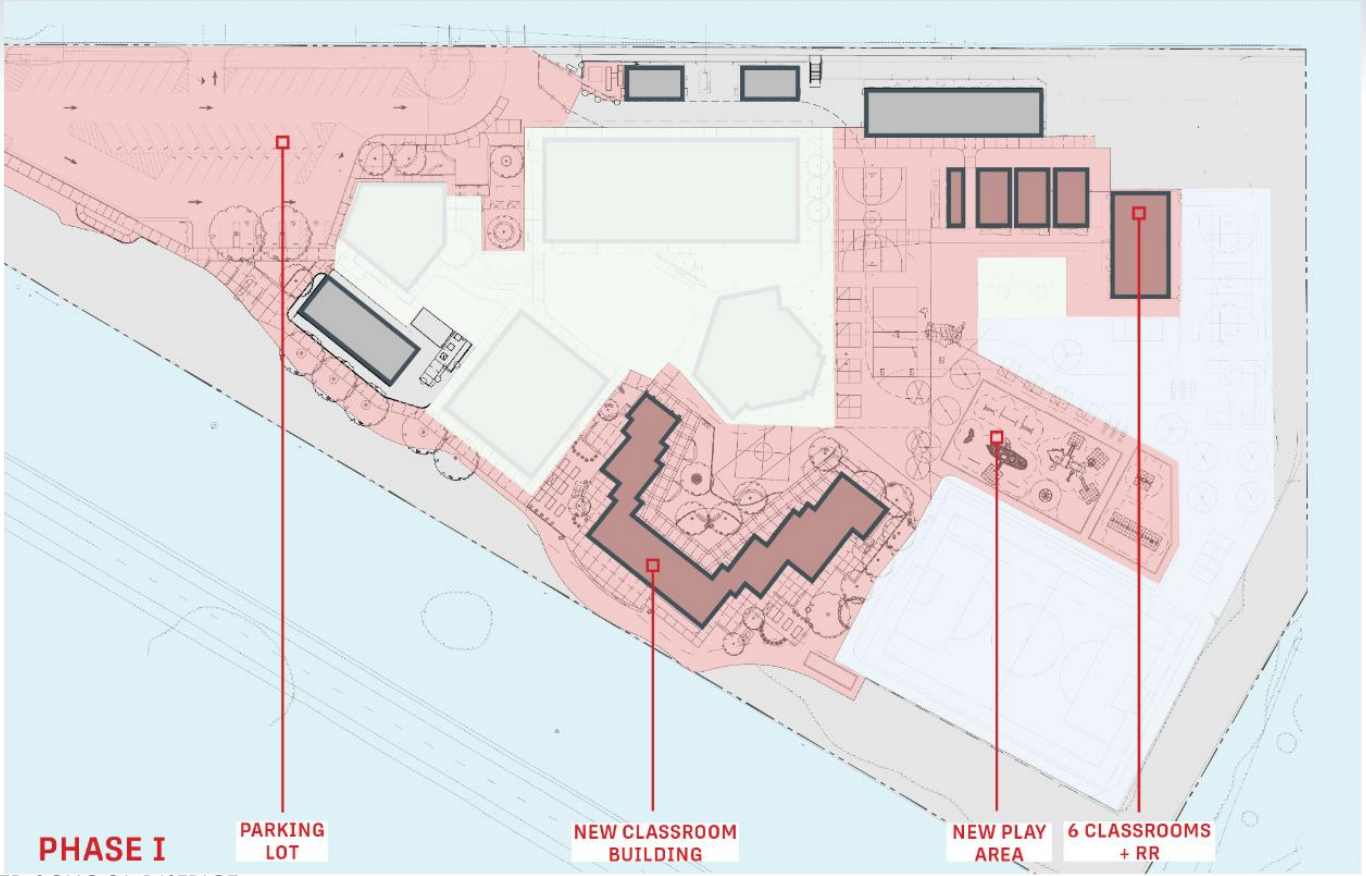
  3. Modernizing Buildings A,D, K, M – Design in Process

- Coastal Development Permit for Parking Lot Lighting: **August 2024 – March 2025**

CAMPUS SITE PLAN - PHASE I

EL GRANADA ELEMENTARY SCHOOL | PHASES I, II & FUTURE

QUATTROCCHI KWOK ARCHITECTS






NOR-CAL
MOVING SERVICES














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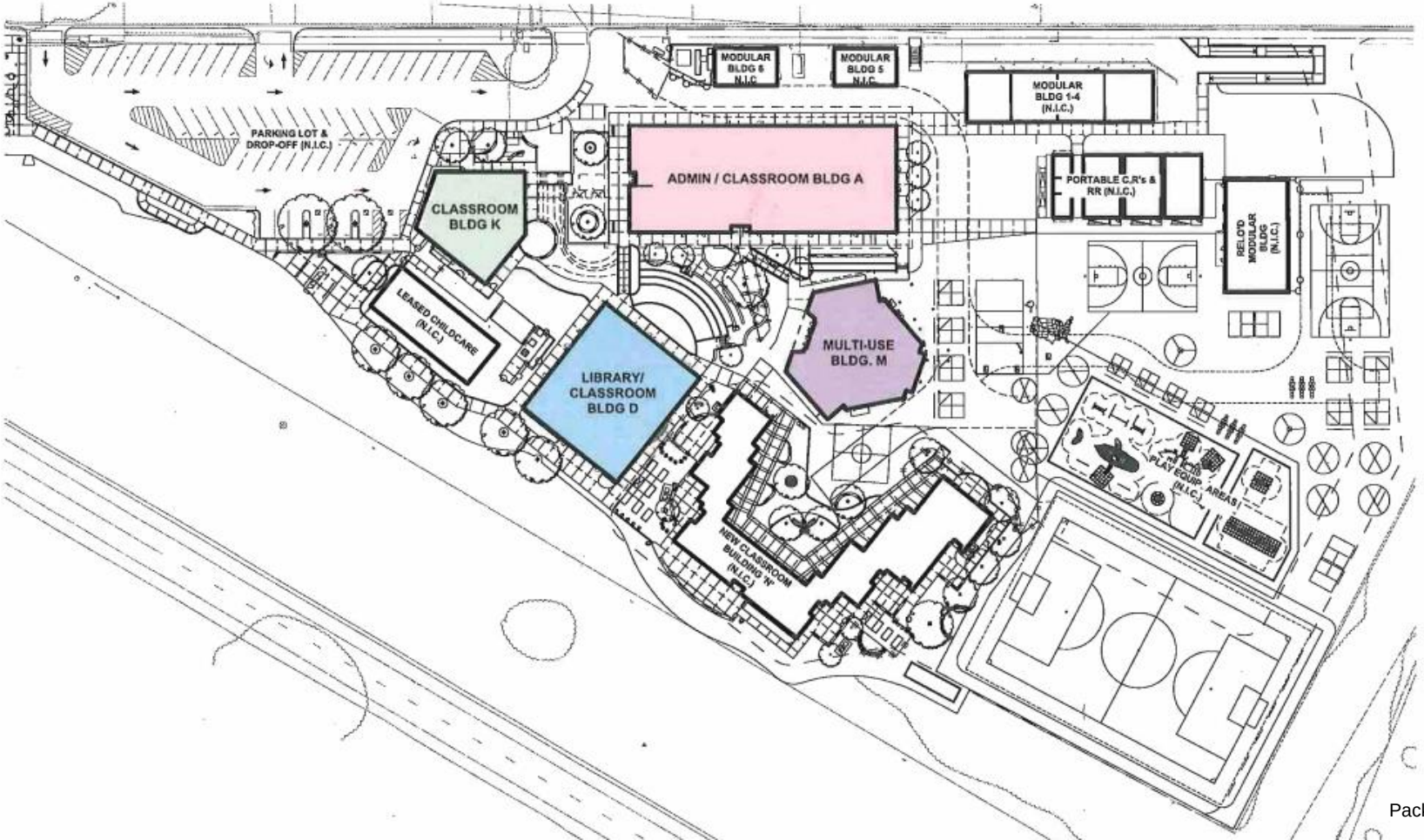



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CAMPUS SITE PLAN

EL GRANADA ELEMENTARY SCHOOL | BLDGS A, K, D & M

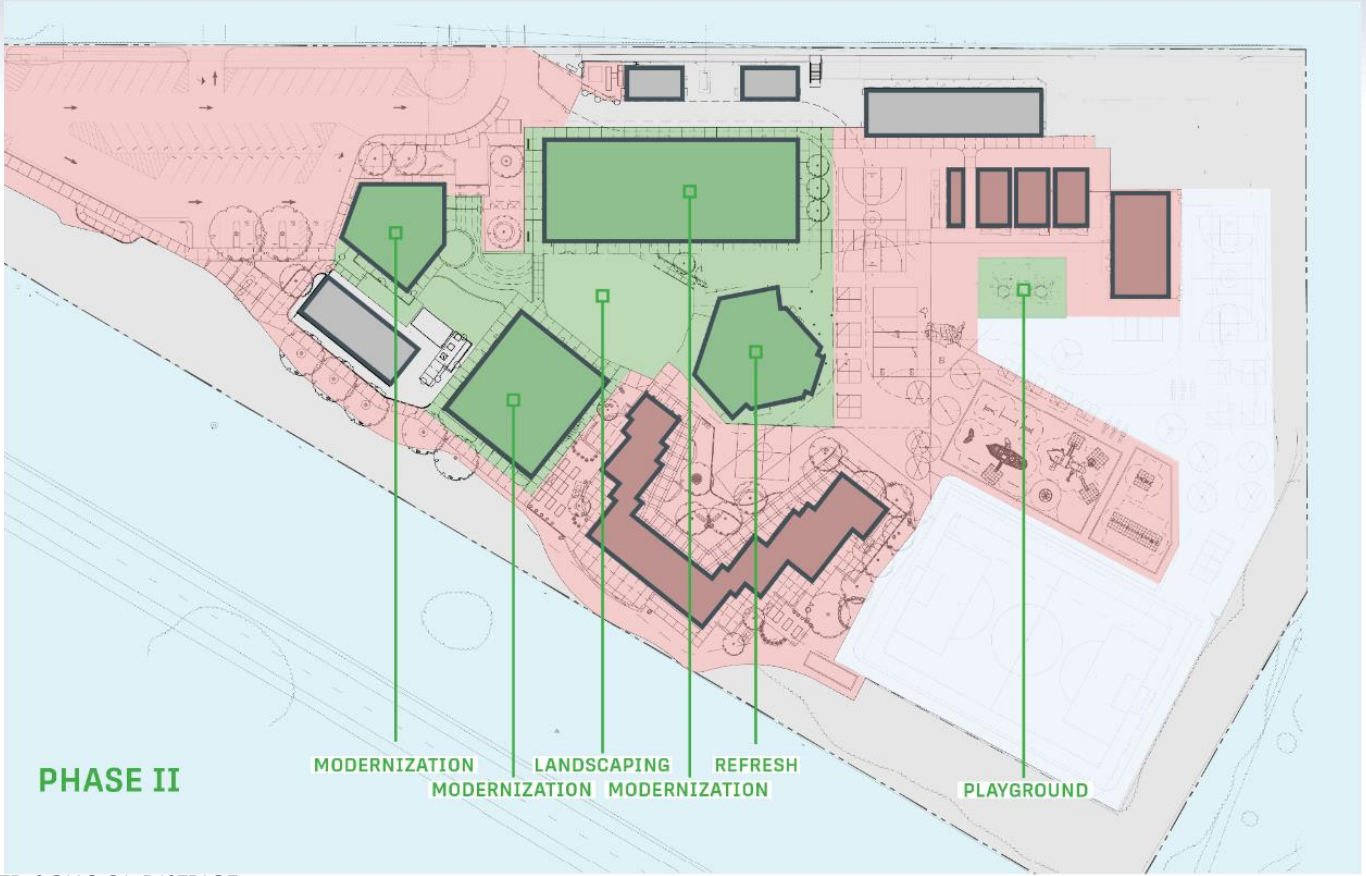
QUATTROCCHI KWOK ARCHITECTS



CAMPUS SITE PLAN - PHASE II

EL GRANADA ELEMENTARY SCHOOL | PHASES I, II & FUTURE

QUATTROCCHI KWOK ARCHITECTS



Questions?

Thank you!

Coversheet

Phase I Studio W Contract Amendment

Section: IV. General Business
Item: H. Phase I Studio W Contract Amendment
Purpose: Vote
Submitted by: Jennifer Marsh
Related Material: Farallone View ES _Fee Increase for $20M Update 07.12.2024.pdf

BACKGROUND:

The Cabrillo Unified School District (“District”) previously entered into an Agreement for Architectural Services (“Agreement”) with Studio W Architects. (“Architect”) on August 12, 2021, for the Farallone View Elementary School Project, Phase One – New One-Story Classroom Building A and Site Development (“Phase 1”) and New One-Story Classroom Building B and Site development (“Phase 2”).

Subsequently, the District and Architect agreed to additional phases and services through letter proposals dated May 5, 2022, November 10, 2022, July 23, 2022, August 4, 2022, April 10, 2023, and May 2, 2023. These additional services include adding a fire sprinkler system to Building A & B, code structural improvements and subsequent related impacts to other design disciplines, a rainwater harvest study, revisions to schematic design plans, the relocation of the MDF, and the electrical design for an emergency generator.

At this time, the District seeks to formally amend the Agreement to incorporate these additional phases and services, revise the Phase 1 & Phase 2 Construction Cost Budget, and increase the architectural fees accordingly.

Amendment Details:

1. Adjusts Architectural Fees Based on Revised Phase 1 & 2 Budget: The Guaranteed Maximum Price (GMP) for Phase 1 construction is adjusted from $15,061,023 to $20,000,000.
2. Amended Architectural Fees: Phase 1 & 2 Services: The architect shall be paid a maximum of $2,049,730.00 for all services under Phase 1 and Phase 2.

The total financial impact of this amendment is $2,049,730, which will be allocated from the project’s bond budget.

RECOMMENDATION:

The District administration recommends that the Governing Board approve Amendment No. 7 to the Agreement for Architectural Services with Studio W. Architects. This amendment formally

incorporates additional project phases and services, including adjusting fees based on the revised Phase 1 Construction Cost Budget and ensuring compliance with the San Mateo County Coastal Development Permit process, thereby facilitating the successful completion of the Project.

Prepared by Roger Anchartechaharr and Holly Lynne.

STUDIO W
ARCHITECTS

August 24, 2023 (updated addressee July 12, 2024)

Jennifer Marsh
Chief Business Officer
Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay, CA 94019
MarshJ@cabrillo.k12.ca.us

RE: **Cabrillo Unified School District – Farallone View Elementary School Modernization**
Basic Service Fee Increase based on $20,000,000 construction cost
Montara, CA

Dear Jesus,
Article 6 in our Agreement for Architectural Services for Farallone View Elementary School Phase 1 allows for a percentage of construction cost basic service fee increase based upon the total award of the construction contract. We have enclosed copies of Article 6 terms for reference.

Farallone View Elementary School Phases 1 and 2: Refer to Fee Worksheet dated 8/24/2023.

➢ **GMP Award Amount**: **GMP #1 + GMP #2**	**$23,656,553**
➢ Exclude GMP Contingency:	-$1,472,189
➢ Exclude District's potential future cost savings:	-$2,184,364
➢ **Construction Cost used to calculate basic service fee**:	**$20,000,000**
➢ Prior Construction Cost used to calculate basic service fee:	$15,061,023
➢ **Basic Service Fee** (sliding scale calculation per Agreement 6.1.1):	**$1,787,500**
➢ Prior Basic Service Fee:	$ 1,530,492
➢ **Basic Service Fee Increase:**	**$ 257,008**
➢ **New Total Fee, including Additional Services:**	**$1,969,730**

Revised contract due increase due to CORE actual 8/23 construction estimate = $257,008

ADD
Services (from p.3):
= $182,230

$1,530,492+$257,008+ $182,330= **$1,969,730**

The following documents are enclosed:

- Article 6 terms
- Fee Worksheet dated 8/24/2023.

ADD: $182,230 Add Services

The revised basic service fee will be reflected in our next invoice. Per Agreement Articles 6.1.1.1 and 6.4, we will reconcile the basic service fee based upon the final construction cost at the completion of this project. After your review of these documents, please acknowledge District acceptance of the basic service fee by signing below. Please feel free to contact me with any questions you may have.
Sincerely,
Studio W Architects

Brian Whitmore, AIA, LEED® AP
President & CEO

_____
District acceptance Date

cc: Michele Gargano, AIA, LEED® AP BD+C, CDT, NCARB, Associate Principal, Client Leader
James E. Moore IV, Architect, LEED® AP, Chief Operating Officer

well beyond design.

Article 6. Fee and Method of Payment

6.1. The District shall pay Architect for all Services contracted for under this Agreement an amount equal to the following ("Fee"):

6.1.1. Based on a graduated percentage fee:

- 12% for the first $500,000 of computed cost
- 11.5% for the second $500,000 of computed cost
- 11% for the next $1 million of computed cost
- 10% for the next $4 million of computed cost
- 9% for the next $4 million of computed cost
- 8% in excess of $10 million of computed cost

6.1.1.1. "Computed cost" is the Construction Cost Budget until such time as bids have been received, whereupon it shall be the total award from the initial construction contract, until the final reconciliation of the actual construction costs, including approved contract change orders, subject to section 6.4 below.

6.1.2. Consultants not included in the above percentage of construction fee schedule and separately invoiced include Fire Protection Engineer and Food Service Engineer. These Consultant services shall be compensated at direct cost plus five percent (5%).

6.1.3. Reimbursable items.

Item	Fee
Color Prints	
8.5 x 11	$2.25/print
11 x 17	$2.75/print
All other sizes	Direct cost
Delivery	Direct cost
Facsimile	$1.25
Large Scale Photocopy	Direct cost
Mileage	$0.575/mile
Permits and Fees	Direct cost
Photocopy B&W	$0.10/page
Photo Development	Direct cost
Plots	$15.00/plot
Postage	Direct cost
Reproduction	Direct cost
Telephone	Direct cost

6.2. The District shall pay Architect the Fee pursuant to the provisions of **Exhibit "D."**

6.3. Architect shall bill for performance of Services under this Agreement in accordance with **Exhibit "D."**

6.4. No increase in Fee will be due from CCDs and/or change orders generated during the construction period to the extent caused by Architect's error or "no-value added" omissions (i.e., where there is an "error" that does not add value to the project or costs more than the work otherwise would have). Where an omission adds value to a project, and the owner did not pay for the omitted work the first time, the percentage fee is based on 85% of the change order cost.

FEE SCHEDULE FOR PHASE 1 + PHASE 2

Cabrillo USD Farallone View ES Modernization Phase 1 + Phase 2 — **Studio W Project Number 21050 / 21050.1**

Prepared By Studio W Architects — REVISED: 8/24/2023

ARCHITECTURAL FEE SCHEDULE

Prior Construction Cost Used to Calculate Basic Service Fee:			**GMP #1, excluding contingencies**	$	**2,907,589**	includes CORE GPM VE savings
PHASE 1	$	7,936,386	Contractor Contingency	$	79,776	
PHASE 2	$	7,124,637	District Contingency	$	110,925	
TOTAL:	$	15,061,023	**GMP #1 TOTAL:**	$	**3,098,290**	
Prior Basic Service Fee:						
PHASE 1	$	801,775	**GMP #2, excluding contingencies**	$	**19,276,775**	includes CORE GPM VE savings
PHASE 2	$	728,717	Contractor Contingency	$	480,558	
TOTAL:	$	1,530,492	District Contingency	$	800,930	
Prior Total Fee:			**GMP #2 TOTAL:**	$	**20,558,263**	
PHASE 1	$	953,030	**District potential future cost savings**	$	**(2,184,364)**	
PHASE 2	$	759,692	Non-E&O Contingency Use	$	-	TBD
TOTAL:	$	1,712,722	Non-E&O change orders	$	-	TBD
			Total Construction Cost Used to Calculate Basic Service Fee:	$	**20,000,000**	excludes District potential future Cost Savings and Contingency

BASIC SERVICE FEE SCHEDULE PER AGREEMENT ARTICLE 6.1.1

% RATE		**CONTRACT AMOUNT**		**FEE**	
12%	first	$ 500,000.00		$ 60,000	
11.50%	next	$ 500,000.00		$ 57,500	
11%	next	$ 1,000,000.00		$ 110,000	
10%	next	$ 4,000,000.00		$ 400,000	
9%	next	$ 4,000,000.00		$ 360,000	
8%	of costs in excess of $10 million	$ 10,000,000.00		$ 800,000	
			ESTIMATED FEE	$ **1,787,500**	61.48%
			Subtract prior Basic Service Fee:	$ (1,530,492)	
			Fee Increase:	$ **257,008**	

Additional Services

20050 Phase 1 Amendments

21050 Amendment 1: 199.01: Fire Protection Engineer - Building A Fire Sprinkler System	**Alfatech**	$ **11,550**	5/4/2022 District approval
21050 Amendment 4: 199.02 Building A Revisions	**Studio W, Cumming, NorthStar, Alfatech, Universal**	$ **88,748**	11/10/22 District email approval
21050 Amendment 2: 199.03 Rain Water Harvesting Study	**Studio W, NorthStar, Alfatech, MSLA**	$ **9,965**	7/23/2022 District approval
21050 Amendment 3: 199.04 Revise Schematic Plans	**Studio W**	$ **14,487**	8/4/2022 District approval
21050 Amendment 5: 199.05 MDF Relocation	**Studio W, Alfatech**	$ **3,870**	4/20/2023 District approval
21050 Amendment 6: 199.06 Emergency Generator Option #1	**Studio W, NorthStar, Universal, Alfatech**	$ **22,635**	5/2/2023 District approval

Total Sum of Add Services: **$182,230**

20050.1 Phase 2 Amendments

21050.1 Amend 001: 199.01 Food Service Consultant - Building B Kitchen	**AMD**	$ **18,375**	4/19/2022: District email approval
21050.1 Amend 002: 199.02 Fire Protection Engineer - Building B Fire Sprinkler System	**Alfatech**	$ **12,600**	5/2/2022 District approval

Total to District (PO Request, if applicable)

Total Fee	$	**1,969,730**
Prior Phase 1 + Phase 2 Total Fee (from above):	$	1,712,722
FEE INCREASE:	$	**257,008**

BASIC SERVICE PAYMENT SCHEDULE & BILLING STATUS	% OF FEE		TOTAL FEE	% COMPLETE			TOTAL NOW DUE
PREDESIGN / ARCHITECTURAL PROGRAM	2.50%	$	**44,688**	100%	COMPLETE	$	44,687.50
SCHEMATIC DESIGN	10.00%	$	**178,750**	100%	COMPLETE	$	178,750.00
DESIGN DEVELOPMENT	17.50%	$	**312,812**	100%	COMPLETE	$	312,811.50
CONSTRUCTION DOCUMENTS	30.00%	$	**536,250**	100%	COMPLETE	$	536,250.00
DSA APPROVAL	5.00%	$	**89,375**	100%	COMPLETE	$	89,375.00
BIDDING PHASE	2.00%	$	**35,750**	100%	COMPLETE	$	35,750.00
CONSTRUCTION ADMINISTRATION	23.00%	$	**411,125**	0%	COMPLETE	$	-
CLOSEOUT (billed per Exhibit D.A.3 Close Out Phase Task Breakdown)	10.00%	$	**178,750**	0%	COMPLETE	$	-
Total Basic Service Compensation	100.00%	$	1,787,500	67%	TOTAL DUE	$	1,197,624.00

Coversheet

Resolution 20-2024 Budgetary Increases and Transfers at Year-End 2024

Section: IV. General Business
Item: I. Resolution 20-2024 Budgetary Increases and Transfers at Year-End 2024
Purpose: Vote
Submitted by:
Related Material:
Resolution_20-2024_Budgetary_Increases_and_Transfers_at_Year-End_2024.pdf

BACKGROUND:

The Fiscal year-end posting of warrants, liabilities, or both may cause overages in expenditure accounts that will need budget transfers between major objects or reserve accounts. The District's Governing Board approves budget revisions and transfers to any over-extended major object of expenditure. This Resolution authorizes the Chief Business Official to implement any necessary changes on behalf of the Governing Board.

There is no financial impact on the General Fund.

RECOMMENDATION:

The Resolution 20-2024 Approving Budgetary Increases and Transfers at Year-End is presented to the members of the Governing Board for approval.

Prepared by Holly Lynne.

RESOLUTION NO. 20-2024
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

APPROVING BUDGETARY INCREASES AND TRANSFERS AT YEAR-END

WHEREAS, Education Code Section 42600 limits school district expenditures in each major expenditure classification to the total budgeted amount, as approved by the Board of Trustees of the school district;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees, in accordance with Education Code Sections 42601 and 85201, does hereby authorize the San Mateo County Superintendent of Schools to make transfers between the unappropriated fund balance and expenditure classifications and to transfer budgeted amounts between expenditure classifications as necessary to permit payment of obligations of the district for the fiscal year 2023-2024; and

BE IT FURTHER RESOLVED that the Secretary of the Board of Trustees be instructed to prepare two copies of this resolution and present them to the County Superintendent of Schools for approval.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 8th day of August 2024 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 Lane:	_____	Aye	_____	No	_____	Abstain	_____ Absent

Certified by:

_____
Lizet Cortes
Clerk to the Governing Board
Cabrillo Unified School District

Attest by:

_____
Amber Lee-Alva
Secretary to the Governing Board
Cabrillo Unified School District

_____
Nancy Magee
County Superintendent of Schools
San Mateo County Office of Education

_____
Approved/Filed Date

* Elementary districts with 901 or more ADA, high school districts with 301 or more ADA, and unified districts with 1,501 or more ADA must submit a Budgetary Revision specifying the individual transfers needed to ensure that all major expenditure classifications are positive at year

end. Direct service districts may request, in writing, that the County Superintendent of Schools determine the individual transfers needed for the Budgetary Revision.

** E.C. Sections 42600, 42602, and 42610 provide that a budget increase be approved by a majority of the Board.
*** My signature certifies the above vote of the Governing Board to be accurate and true.

Districts may (a) have all Board members sign in the appropriate categories, or (b) type in the names and have the district Superintendent certify the accuracy of the vote.

Coversheet

Resolution 21-2024 Authorized Representatives as Signatories

Section: IV. General Business
Item: J. Resolution 21-2024 Authorized Representatives as Signatories
Purpose: Vote
Submitted by: Jennifer Marsh
Related Material: Resolution_21-2024_Signatories_08.08.2024.pdf

BACKGROUND:

The Governing Board of the Cabrillo Unified School District, under the authority of the Education Code 42632, shall designate authorized representatives as signatories as specified in the attached Resolution.

There is no financial impact on the General Fund.

RECOMMENDATION:

Approve the updated list of authorized signatories.

Prepared by Holly Lynne.

RESOLUTION NO. 21-2024
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

DESIGNATING AUTHORIZED REPRESENTATIVES OF
CABRILLO UNIFIED SCHOOL DISTRICT AS SIGNATORIES

WHEREAS, Education Section 42632 states, "each order drawn on the funds of a school district shall be signed by at least a majority of the members of the Governing Board of the district, or by a person or persons authorized by the Governing Board to sign orders in its name. No person other than an officer or employee of the district shall be authorized to sign orders"; and

WHEREAS, Education Section 42632 requires that the signatures authorized under Education Code Section 42632 shall be filed with the County Superintendent of Schools; and

WHEREAS, the Governing Board of the Cabrillo Unified School District has authorized any two of the following six officers' or employees' signatures on district orders:

Name	Title
Amber Lee-Alva	Superintendent
Jennifer Marsh	Chief Business Officer
Leticia Bhatia	Deputy Superintendent of Educational Services
Bianca Forrester	Associate Superintendent of Human Resources and Student Services
Drew Gamet	Director of Alternative Programs

IT IS HEREBY RESOLVED that the County Superintendent be notified of this action on the Authorized Signature Form, issued by said County Superintendent.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 8th day of August 2024 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:

_____
Lizet Cortes
Clerk to the Governing Board
Cabrillo Unified School District

Attest by:

_____
Amber Lee-Alva
Secretary to the Governing Board
Cabrillo Unified School District

_____
Nancy Magee
County Superintendent
San Mateo County Office of Education

Coversheet

Associate Superintendent of Human Resources and Student Services Contract

Section: IV. General Business
Item: K. Associate Superintendent of Human Resources and Student Services Contract
Purpose: Vote
Submitted by: Amber Lee-Alva
Related Material:
Associate Superintendent of Human Resources and Student Services_contract 2024.pdf

BACKGROUND:

Superintendent Lee-Alva hereby recommends the promotion of Bianca Forrester from Director of Personnel and Pupil Services to the position of Associate Superintendent of Human Resources and Student Services in recognition of Ms. Forrester's dedication and service to the District.

Enclosed is the contract for the above-referenced position. This contract provides for two years of service to the District and stipulates the conditions and expectations of employment as CUSD's Associate Superintendent of Human Resources and Student Services.

Fiscal impact is included in the budget.

RECOMMENDATION:

Approve as submitted.

Prepared by Jackie Sullivan and Bianca Forrester.

CABRILLO UNIFIED SCHOOL DISTRICT

EMPLOYMENT AGREEMENT FOR

ASSOCIATE SUPERINTENDENT OF HUMAN RESOURCES AND STUDENT SERVICES

THIS AGREEMENT is entered into this 8th day of August, 2024, by and between the Board of Trustees of the Cabrillo Unified School District, hereinafter referred to as the "Board" or "District", and Bianca Dibartolo-Forrester, hereinafter referred to as the "Associate Superintendent of Human Resources and Student Services."

IT IS HEREBY AGREED BY THE PARTIES AS FOLLOWS:

1. **Term:** The Board hereby agrees to employ the Associate Superintendent of Human Resources and Student Services for a two-year term beginning July 1, 2024 and ending June 30, 2026, unless terminated earlier or extended as provided by the terms of this Agreement or as required by law.

2. **Duties:** The Associate Superintendent of Human Resources and Student Services shall perform at the highest professional level of competence those duties delineated by the position description and beyond. In the absence of the Superintendent, the Associate Superintendent of Human Resources and Student Services shall function as Superintendent-Designee. The Associate Superintendent of Human Resources and Student Services shall function as Superintendent-Designee. The Associate Superintendent of Human Resources and Student Services will maintain a professional relationship with the Governing Board, the Superintendent, Administrators, Classified Staff, Parents, Teachers, Students, and the Community.

   Prior to the beginning of each school year, the Superintendent and the Associate Superintendent of Human Resources and Student Services shall mutually set goals for the year. Goals may be adjusted by mutual consent during the school year. Performance related to these goals will be part of the Associate Superintendent of Human Resources and Student Services annual evaluation.

3. **Compensation:** Beginning July 1, 2024, the District shall pay the Associate Superintendent of Human Resources and Student Services an annual base salary in the amount of One Hundred Seventy-Four Thousand, Five Hundred Twenty-Three Dollars ($174,523). In addition, the District shall pay the Associate Superintendent of Human Resources and Student Services an annual $2,538 Masters' stipend of two thousand five hundred and thirty eight dollars ($2,538). The annual salary shall be payable on the last day of each month in installments of one twelfth (1/12) of the annual salary rate for services rendered during the preceding month. The work year for the Associate Superintendent of Human Resources and Student Services shall be 220 days. The establishment of work days shall be subject to approval by the Superintendent. The Associate Superintendent of Human Resources and Student Services annual base salary shall be adjusted, at a minimum, in the same manner as other management team employees on contract. In the event that an adjustment results in an increase or decrease in the length of the work year, the annual base salary shall be adjusted accordingly.

4. **Vacation/Work Year/Holidays**
   The Associate Superintendent of Human Resources and Student Services shall be required to render twelve (12) months of full and regular service to the District during each school year, prorated for less than a complete year of service, covered by this Agreement, except that she shall be entitled to

twenty-two (22) days annual vacation, with pay, exclusive of holidays defined in Education Code Sections 37220 and 37221. The number of days carried from one school year into an ensuing year may be up to ten (20) in number. In the event of termination of this contract, the Associate Superintendent of Human Resources and Student Services shall be entitled to compensation for unused vacation of not more than twenty (20) days at her current rate of base pay. No later than July 15 of each year, the Associate Superintendent of Human Resources and Student Services shall submit her proposed work year calendar, outlining planned vacations, to the Superintendent for approval. Subsequent modifications to the calendar are subject to mutual agreement of the Associate Superintendent of Human Resources and Student Services and the Superintendent.

5. **Fringe Benefits:**

    a. **Health Insurance Benefits:** The District offers medical benefits up to the employee only Kaiser high plan Any medical costs exceeding the employee only Kaiser high rate will be the responsibility of the Associate Superintendent of Human Resources and Student Services.

    b. **Sick Leave:** The Associate Superintendent of Human Resources and Student Services, shall be provided with one day of sick leave per month, or a maximum of twelve (12) days of sick leave per year. In accordance with California Education Code, sick leave shall be transferred upon the request of the Associate Superintendent of Human Resources and Student Services leaving the District.

    c. **Additional Leave:** The Associate Superintendent of Human Resources and Student Services shall be entitled to all other paid, non-discretionary leaves of absence authorized by the Education Code.

6. **Work-Related Expenses:** The District shall reimburse the Associate Superintendent of Human Resources and Student Services for mileage at the Board-approved mileage rate for travel while on District business. The District shall reimburse the Associate Superintendent of Human Resources and Student Services for all actual and necessary expenses incurred within the scope of employment, providing such expenses are pre approved by the Superintendent. Reimbursement shall be in accordance with Board policy and the District's budget. Expenses not budgeted for may be the responsibility of the Associate Superintendent of Human Resources and Student Services.

7. **Professional Growth:** The District encourages the continuing professional growth of the Associate Superintendent of Human Resources and Student Services through activities approved in advance by the Superintendent. The Associate Superintendent of Human Resources and Student Services shall endeavor to maintain and improve her professional competence by all available means, including subscription to and reading of appropriate periodicals, maintenance of membership in appropriate professional organizations, and attendance at professional meetings at the local, state, and national level, with Board approval. The District shall pay for the Associate Superintendent of Human Resources and Student Services dues to join the Association of California School Administrators (ACSA). The Associate Superintendent of Human Resources and Student Services may approach the Superintendent regarding any other professional organizations that she wishes to join. The Associate Superintendent of Human Resources and Student Services will promptly submit receipts related to all such activities delineated in this section.

8. **Evaluation:** The Superintendent shall evaluate the performance of the Associate Superintendent of Human Resources and Student Services in writing and on an annual basis. The evaluation shall be based on objective information related to assigned job duties. If the evaluation is partially or wholly unsatisfactory in any respect, the written report shall describe such unsatisfactory performance in reasonable detail. The evaluation shall include recommendations for improvement of all instances that were deemed unsatisfactory.

9. **Termination of Employment:**

    a. **Retirement or Resignation:** The Associate Superintendent of Human Resources and Student Services shall notify the Board in writing a minimum of sixty (60) days prior to accepting other employment or resigning from the District. She shall also notify the Board in writing within two (2) days of her becoming aware that she has been selected as a finalist for a full time position with another public or private employer.

    b. **Mutual Consent:** This Agreement may be terminated at any time by mutual consent of the Board and the Associate Superintendent of Human Resources and Student Services.

    c. **Termination for Cause:** The Board may terminate this Agreement for cause. Cause is defined as conduct which is seriously prejudicial to the District, including, but not limited to: (1) unprofessional conduct; (2) unsatisfactory performance; (3) neglect of duty; (4) breach of this Agreement. Should the Board elect to terminate this Contract prior to its expiration, the Board shall notify the Associate Superintendent of Human Resources and Student Services in writing with a detailed statement of charges. The Associate Superintendent of Human Resources and Student Services will be afforded an opportunity for a hearing, which shall include the right to be represented by counsel and the right to call witnesses. Such hearing shall be conducted before the Board in closed session. If the Board, after considering all evidence presented, decides to terminate this Agreement, it shall provide the Associate Superintendent of Human Resources and Student Services with a written decision. The decision of the Board shall be final.

    d. **Dismissal Without Cause:** The Board may dismiss the Associate Superintendent of Human Resources and Student Services during the school year without cause upon giving her 30 days written notice. If the Board exercises this option, it will compensate the Associate Superintendent of Human Resources and Student Servicesher regular salary for the remainder of the school year during which she was dismissed. Said payments are to be made monthly and will cease on the occasion of her commencing comparable employment if such employment commences before such payments would otherwise be completed.

10. **Governing Provisions**

    a. **Governing Law and Venue:** This Agreement, and the rights and obligations of the parties, shall be governed by and construed in accordance with the laws of the State of California. The Parties also agree that in the event of litigation, the venue shall be the proper federal and state court located in San Mateo County, California.

b. **Entire Agreement:** This Agreement contains the entire agreement and understanding between the parties. sheThere are no oral understandings, terms, or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement.

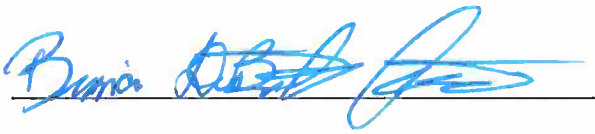
c. **No Assignment:** The Associate Superintendent of Human Resources and Student Services may not assign or transfer any rights granted or obligations assumed under this Agreement.

d. **Severability:** If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the Agreement shall continue in full force and effect.

CABRILLO UNIFIED SCHOOL DISTRICT: Dated:

_____ _____

ASSOCIATE SUPERINTENDENT OF HUMAN RESOURCES AND STUDENT SERVICES Dated:



07/30/2024

Bianca Di Bartolo-Forrester

Coversheet

Board Discussion on Governing Board Operations

Section: V. Governance Matters
Item: A. Board Discussion on Governing Board Operations
Purpose: Discuss
Submitted by: Amber Lee-Alva

BACKGROUND:

Board President Kimberly Hines has introduced a standing item for discussion on Operations. This will provide a regular opportunity for the Board members to deliberate on operational matters as they arise and review best practices and governance.

RECOMMENDATION:

Governing Board members are encouraged to participate actively in the ongoing discussions on Operations.

Prepared by Rosibel Acosta.

Coversheet

Board Discussion on Governing Board New Business

Section: V. Governance Matters
Item: B. Board Discussion on Governing Board New Business
Purpose: Discuss
Submitted by: Amber Lee-Alva

BACKGROUND:

Board President Kimberly Hines has introduced a standing item for discussion on New Business for future meetings. This will provide an opportunity for Board members to explore future items and presentations and collaboratively consider and propose new ideas and initiatives related to the Cabrillo Unified School District's improvement goals.

RECOMMENDATION:

Governing Board members are encouraged to participate actively in the ongoing discussions on New Business.

Prepared by Rosibel Acosta.