Regular Governing Board Meeting

CABRILLO UNIFIED SCHOOL DISTRICT

Published on Friday, June 20, 2025

Date and Time
Thursday, June 26, 2025 at 6:00 PM

Location
Cunha Intermediate School Library Room, 600 Church Street, Half Moon Bay, California 94019

Broadcast Live on PacificCoast.TV

Recordings will be made accessible to the public on the days following the meeting on YouTube at: https://www.youtube.com/playlist?list=PLFUunuheJ0ZVRqCNQQy7IC-5fv3KEKlPr.

Spanish Translation https://drive.google.com/file/d/1AzKX2iG1qp3CLGVu1r61bJAb2Mi30vXj/view

In compliance with the Americans with Disabilities Act, individuals requiring special accommodations, such as accessible seating or documentation in an accessible format, 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 arrange reasonable 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 any open session item on the agenda will be available for public inspection at the District Office, located at 498 Kelly Avenue, Half Moon Bay, California, during regular business hours. These documents are also accessible on the District's website at cabrillo.k12.ca.us.

PUBLIC COMMENTS GUIDELINES

Members of the public are encouraged to participate in Board meetings and share their views on agenda items or matters within the Board's jurisdiction. Public comments can be provided in two ways:

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. While longer

comments may not be shared publicly during the meeting, all comments received by the deadline will be made available to Board members and included in the meeting minutes.

Provision of In-Person Comments During the Meeting: To address the Board during the meeting, members of the public must submit a “Request to Address the Board” slip to the Administrative Assistant to the Superintendent **before the agenda item is introduced**. Slips are available on the handout table. 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**. The Board President may adjust time limits as necessary to accommodate diverse viewpoints. In exceptional cases requiring extended public input, the Board President, with Board consent, may adjust the time allotted per speaker or for overall public input. Members of the public with similar viewpoints may be asked to designate representatives to speak on their behalf. The Administrative Assistant will monitor time and notify speakers when 30 seconds remain and when time is up.

- **Nonagenda and Consent Items** may be addressed under "Public Comments on Nonagenda or Consent Items."
- **Agenda Items** may be addressed after the staff presentation.
- **Closed Session Items** may be addressed under "Public Comments on Closed Session Topics."

IMPORTANT BOARD PROTOCOLS REGARDING PUBLIC COMMENTS

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

Page

1. OPENING ITEMS

a. Call Public Session to Order

b. Roll Call / Quorum

c. Pledge of Allegiance

d. Approval of the Agenda

2. SPOTLIGHT THE COASTSIDE WAY!

a. Celebrating Our Success

1. Honoring Corrine Bucher for her dedicated service and countless contributions to the Cabrillo Unified School District through her leadership of the Cabrillo Education Foundation.

b. Cabrillo Education Foundation Presentation (Presentation) 8 - 17

Supporting Documents/Attachments:

1. CEF Presentation 06.26.2025.pdf

3. GENERAL BUSINESS

a. Presentation of Draft Facilities Master Plan for Half Moon Bay High School by QKA (Presentation) 18 - 62

Supporting Documents/Attachments:

1. Draft of the Facilities Master Plan for HMB High School.pdf

b. Approval of the Local Control Accountability Plan (LCAP) 2025-26 (Action) 63 - 235

Supporting Documents/Attachments:

1. 2025-26 LCAP CUSD v06182025.pdf

c. Adoption of CUSD Budget for the Fiscal Year 2025-26 (Action) 236 - 364

Supporting Documents/Attachments:

1. CUSD Budget for Fiscal Year 2025-26

d. Districtwide Bond Facilities Project Update Presentation 365 - 379

(Presentation)

Supporting Documents/Attachments:

1. Districtwide Bond Facilities Project Update

e. Approval of Agreement with Crisp Imaging for Secure Document Digitization and Retention Services (Action) 380 - 384

Supporting Documents/Attachments:

1. Crisp Imaging Estimate

4. COMMUNICATIONS

a. Public Comments on Nonagenda or Consent Items

b. Employee Organizations Report

1. Cabrillo Unified Teachers Association (CUTA) Representatives

2. California School Employee Association (CSEA) Representatives

5. 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. Approval of the 2025-26 Site and District Professional Development Plan 385 - 387

Supporting Documents/Attachments:

1. Collaboration-Professional Development SUPER FRIDAY 2025-26.pdf

b. Approval of 2024-25 Consolidated Application 388 - 390

Supporting Documents/Attachments:

1. 2025-26 Application of Funding.pdf

c. Approval of 2024-27 Collaborative Education Advisors (CEdAd) Agreement to Support CUSD & SSFUD with the K12 SWF R7 CTE Services and Initiatives 391 - 397

Supporting Documents/Attachments:

1. CEdAd-K12SWP R7_MOU-2024-27_Redacted.pdf

d. Approval of Certificated Personnel Report 398 - 399

e. Approval of Classified Personnel Report 400

f. Approval of MOU with CUTA and Career Technical Education (CTE) Job Description 401 - 404

Supporting Documents/Attachments:

1. CUTA CTE Intructors MOU 05.23.25_Redacted.pdf
2. Exhibit A.Career Technical Education (CTE) Job Description.pdf

g. Approval of Updated Board Certified Behavior Analyst Job Description 405 - 408

Supporting Documents/Attachments:

1. BCBA Job Description.pdf

h. Approval of Assistant Principal on Special Assignment Job Description 409 - 412

Supporting Documents/Attachments:

1. Assistant Principal on Special Assignment Job Description.pdf

i. Approval of Senior Human Resources Administrator Job Description 413 - 416

Supporting Documents/Attachments:

1. Senior Human Resources Administrator Job Description.pdf

j. Approval of the Deputy Superintendent of Educational Services Contract Extension 417 - 420

Supporting Documents/Attachments:

1. Deputy Superintendent Contract Extension 2025-27.pdf

k. CUSD Initial Proposals to California School Employees Association (CSEA) for Negotiations 2025-2026 421 - 422

Supporting Documents/Attachments:

1. CUSD Sunshine Reopener to CSEA 2025_Redacted.pdf

l. Approval of CSEA 2025-26 Updated Collective Bargaining Agreement and Tentative Agreement Article 5 on Hours and Overtime 423 - 503

Supporting Documents/Attachments:

1. CSEA Collective Bargaining Agreement.pdf
2. CSEA Tentative Agreement on Hours and Overtime.pdf

m. Approval of CUTA Collective Bargaining Agreement for 2025-26 — 504 - 621

Supporting Documents/Attachments:

1. CUTA Collective Bargaining Agreement.pdf

n. Enrollment Report — 622 - 623

Supporting Documents/Attachments:

1. 2024-25 Enrollment Report Period 11

o. Approval of Districtwide Phone Services Agreement with 101Voice — 624 - 627

Supporting Documents/Attachments:

1. 101Voice Quote

p. Approval of Governing Board Meeting Minutes — 628 - 644

Supporting Documents/Attachments:

1. Regular Meeting - May 15 2025 - Minutes - Html

6. GOVERNING BOARD REPORTS

a. Board Members

b. Superintendent Report

7. CLOSED SESSION

a. Identification of Closed Session Topics of Discussion

b. Public Comments on Closed Session Items

c. Adjourn to Closed Session

1. **CONFIDENTIAL STUDENT MATTER:** Approval of Individual Services Agreements
    a. Student # 060125
    b. Student # 060225
    c. Student # 060325

d. Adjourn Closed Session and Reconvene Open Session

e. Report Action Taken in Closed Session

8. CLOSING ITEMS

a. Adjournment of the Meeting

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services
CATEGORY: Presentation
ITEM TITLE: Cabrillo Education Foundation (CEF) Presentation

BACKGROUND INFORMATION

Tonight, Cabrillo Education Foundation (CEF), Corrine Bucher, Executive Director will provide an overview of its mission and main goal of providing a stable source of funding for student success within the Cabrillo Unified School District.

FISCAL ANALYSIS

Over the past 20 years the CEF has worked with the community to build an approximate $3.5 million endowment that benefits students now and in the future. The CEF has supported the Cabrillo Unified School District with targeted funding on various programs like: Science, Literacy and Math to strengthen teachers' collaboration and professional development, as well as providing individual teachers $1000 grants for projects, supplies, field trips and many other areas to support our educators.

RECOMMENDATION

This item is presented for information only.

Prepared by: *Josefina Infanzon*

We Champion Success for all Coastside Public School Students

June 26, 2025
CUSD Board Presentation

CABRILLO EDUCATION FOUNDATION | cef

Who We Are

Cabrillo Education Foundation (CEF) is led by an Executive Director and a volunteer Board of Directors comprised of corporate and community leaders who donate their time and talent to helping fund the quality education our students deserve.

Since 2006, CEF has been building an Endowment (3.5M) and funding programs in CUSD schools.

Executive Director: Corrine Bucher

President: Allan Smith

Treasurer: Stephanie Izzarelli

Director: Kit Cutler

Director: Carrie Blanton

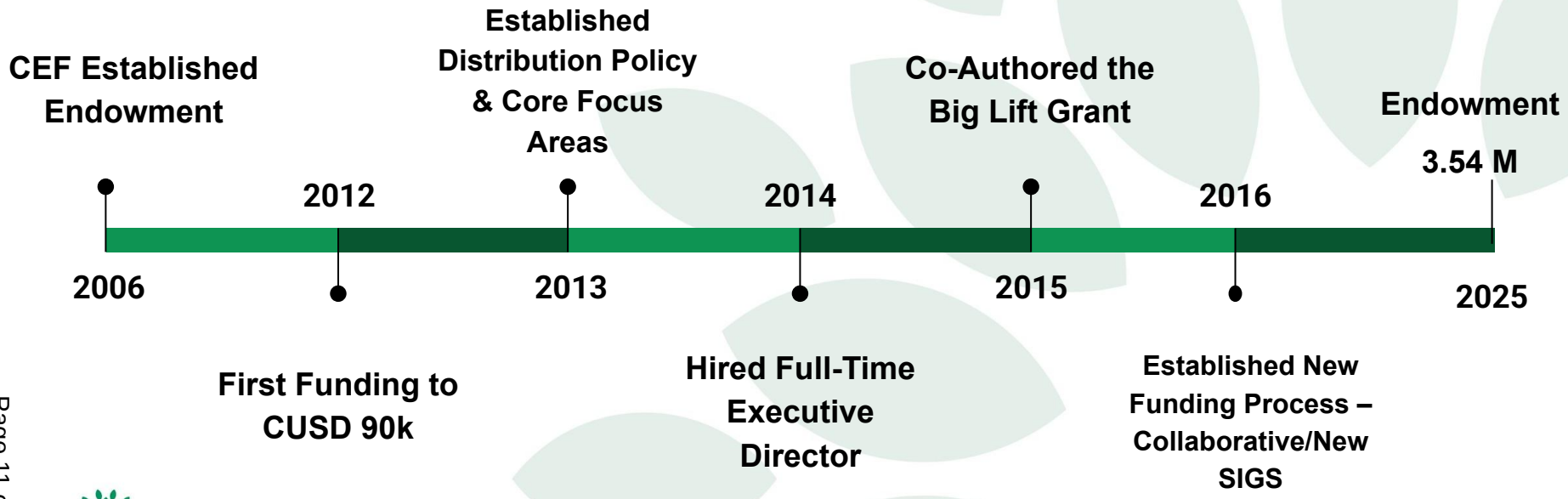
ENDOWMENT INVESTMENT ADVISORY TASK FORCE

- Sand Hill Global Advisors
- Executive Committee CEF
- Corrine Bucher, Executive Director CEF

EMERITUS BOARD MEMBERS

- John Ediger
- Deb Hedger
- Christine Mendonca
- Anjuli Gupta

CEF Brief History



How Do We Achieve Our Mission?

- **Continuously fundraise** for the Endowment and seek grant and partnership opportunities.
- Provide a **long-term**, stable source of unrestricted income for educational programs.
- In **partnership** with CUSD, provide sustainable access to programs at all schools across the district.

CEF Process

- **Align** with the CUSD Mission and LCAP Goals.
- **Enhance** access to opportunities with a focus on Science, Math, Early Literacy, and College/Career.
- **Monitor** and measure progress.

Areas Of Focus

Endowment Funding

- Science, Math, Early Literacy, Career and College

Other Funding

- Scholarships, Student Initiative Grants, & Innovation Grants

Initiatives

- Community Hub and Career Exploration at HMBHS

Impact: 2024-2025 Funded Programs

Program	Grades	Teachers	Students	Key Impact
📐 **Math Collaboration**	6–12	13	1,800	More students meeting UC/CSU criteria
🔬 **Science Collaboration**	5–12	14	1,900	Improved CA Science Test scores
🧪 **5th Grade Science Specialist**	5th	—	All 5th Graders	Equitable skill development & Collaboration with upper grade teachers
🌱 **Real Life Learning**	9–12	—	900–1,100	Award-winning program, career prep, culture building

Strategic Plan - Early Literacy Initiative

- Parent Engagement 2024-25 was a huge success!
- **Next Step: Fundraise and Invest**
  - Parent Engagement
  - Decodable Books
  - Expanded Aid Time In Classroom
  - And More….





Thank You

Please reach out any time!

Corrine Bucher, Executive Director
650-339-0370
corrineb.cef@gmail.com

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
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Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Information/Presentation
ITEM TITLE: Presentation of Draft Facilities Master Plan for Half Moon Bay High School by QKA

BACKGROUND INFORMATION

Cabrillo Unified School District has engaged Quattrocchi Kwok Architects (QKA) to lead the assessment and development of a comprehensive Facilities Master Plan for Half Moon Bay High School. The goal of this effort is to ensure that the site's infrastructure, learning environments, and support spaces align with current and future educational needs.

REPORT/PROPOSAL

At this meeting, QKA will present the draft Facilities Master Plan, share initial findings, and outline next steps in the planning and stakeholder engagement process.

FISCAL ANALYSIS

There is no impact on the General Fund. The Facilities Master Plan is funded through Measure M Bond funds.

RECOMMENDATION

Receive the presentation from Quattrocchi Kwok Architects on the draft Facilities Master Plan for Half Moon Bay High School.

Prepared by: *Holly Lynne*



HALF MOON BAY HIGH SCHOOL

School Data

ADDRESS

1 Lewis Foster Drive
Half Moon Bay, CA 9419

Year Built.....1909

CURRENT CONDITIONS

Students in 2024-25 School Year.....920
Building Area.....112,476 sq. ft.
Permanent Classrooms.....45
Portable Classrooms.....4
Student Capacity.....1052

MASTER PLAN

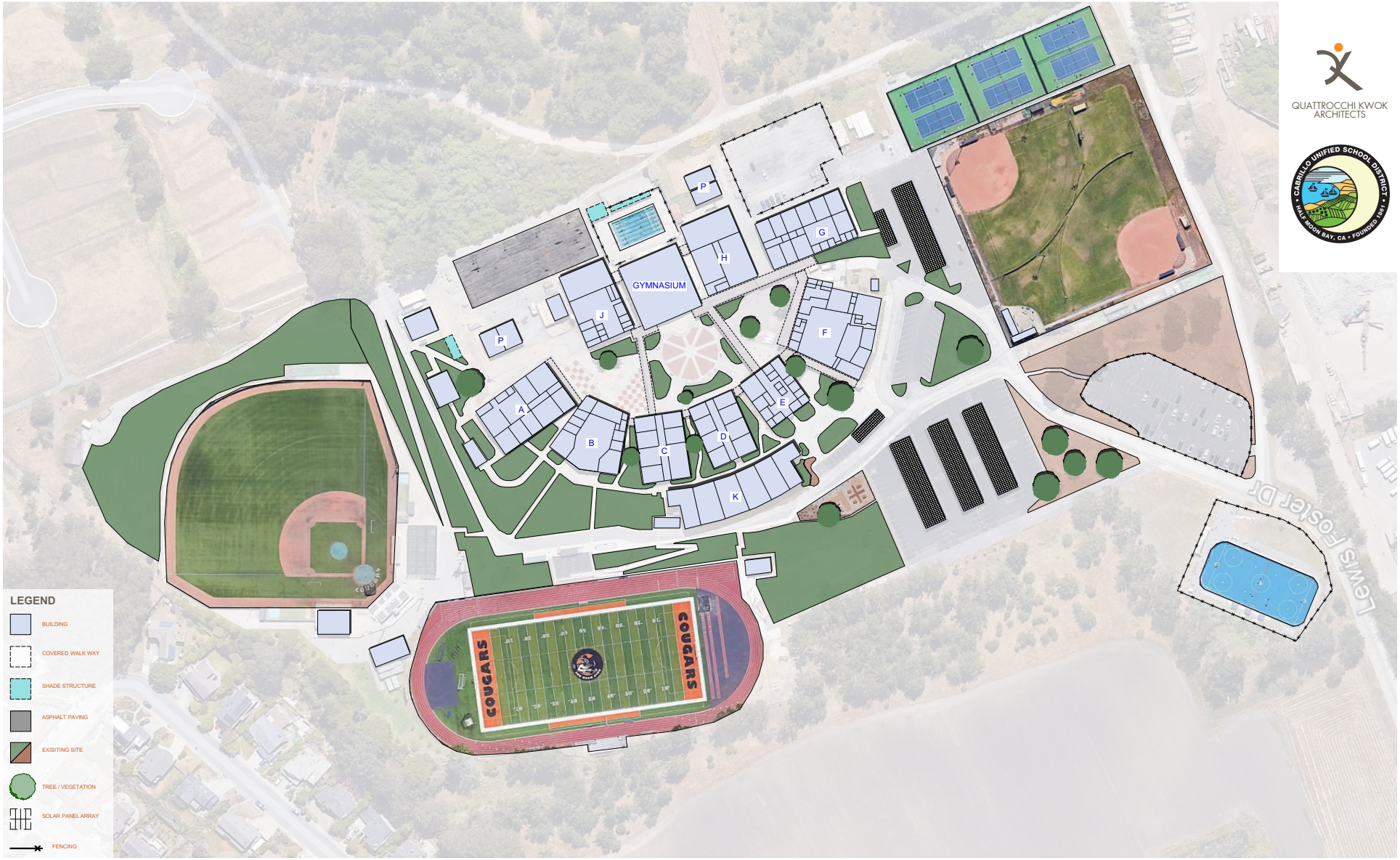
Planned Classrooms.....46
Planned Student Capacity.....1052
with growth to 1200

Aerial View



N

Existing Site Conditions



QUATTROCCHI KWOK ARCHITECTS

CABRILLO UNIFIED SCHOOL DISTRICT • HALF MOON BAY, CA • FOUNDED 1881 •

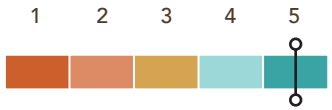
> HALF MOON BAY HIGH SCHOOL

0 100 200 400 NORTH

Building Condition Rating Metrics

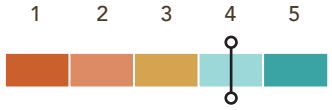
SCORE 5: VERY GOOD

Building or site element goes beyond minimum standards. **Opportunities for improvements** at District's discretion.



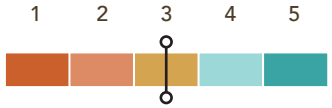
SCORE 4: GOOD

Building or site element meets minimum standards. **Light modernization** is recommended. This may include minor renovation/reconfiguration of spaces and selective upgrades of systems or building components.



SCORE 3: FAIR

Some improvements are required to meet minimum standards. **Moderate modernization** is required. Work required should not be extensive and will primarily include addressing code requirements.



SCORE 2: POOR

Building or site element does not meet minimum standards. **Heavy modernization** is required. Several major building systems require major renovation, replacement and reconfiguration to meet code requirements.



SCORE 1: VERY POOR

Building or site element is in very poor and unsafe conditions. Remediation costs may be high: **Replacement** is recommended.



Existing Conditions Summary: BLDG A CLASSROOMS

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

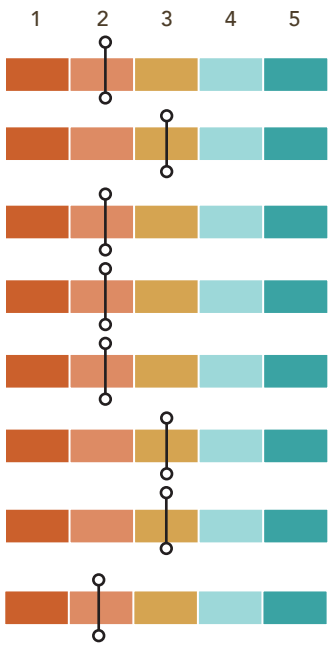
Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Classroom A8



Classroom A8

Challenges

- Inadequate storage space for current needs
- Aged classroom finishes
- Outdated technology (e.g. CRT TV)
- Cabinets in poor condition
- Sinks and windows are not code compliant
- Many classrooms are undersized

Opportunities

- Reconfigure BLDG A classrooms
- Replace finishes
- Replace casework, include accessibile sinks
- Upgrade technology infrastructure

Existing Conditions Summary: BLDG B LIBRARY MAIN SPACE

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

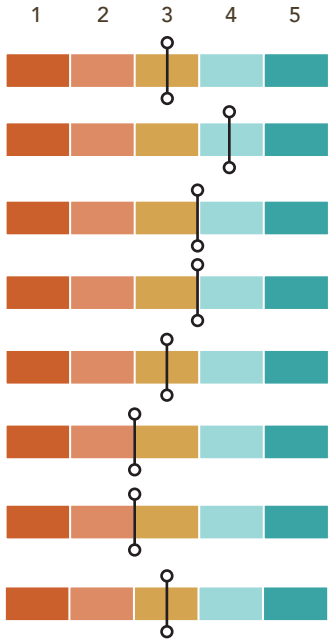
Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Library Entrance



Library Interior

Challenges

- Front entrance double door is worn out and rusting
- Space does not support current needs
- Building gets late afternoon glare and heat

Opportunities

- Replace entrance door
- Building is in decent physical condition
- Large space offers opportunity to reconfigure without structural upgrades
- Views to exterior and ample windows

Existing Conditions Summary: BLDG B LIBRARY ACCESSORY SPACES

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

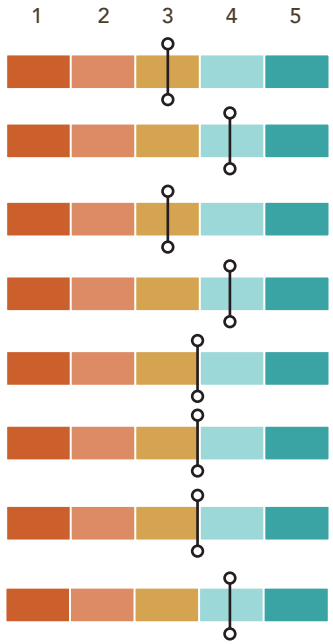
Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Office inside Library



Office inside Library

Challenges

- Spaces have been adapted to new uses based on need

Opportunities

- Spaces can be reconfigured to meet current and proposed new needs

Existing Conditions Summary: BLDG C CLASSROOMS

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

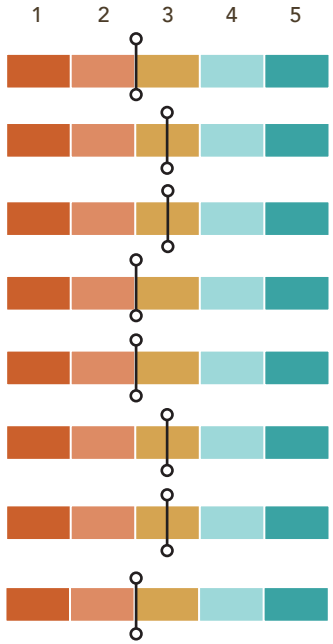
Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Double Classroom



Double Classroom

Challenges

- Aged classroom finishes
- Outdated technology
- Cabinets in poor condition
- Some classrooms are undersized

Opportunities

- Reconfigure classrooms
- Replace finishes
- Replace casework
- Upgrade technology infrastructure

Existing Conditions Summary: BLDG D CLASSROOMS

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

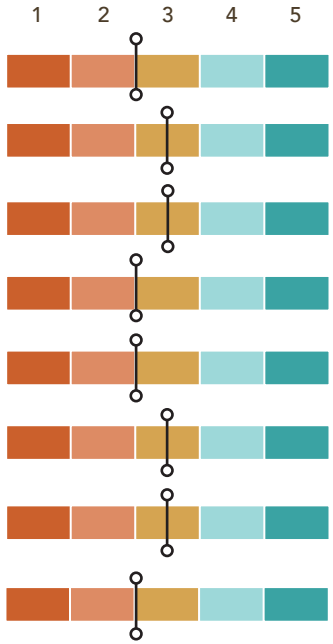
Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

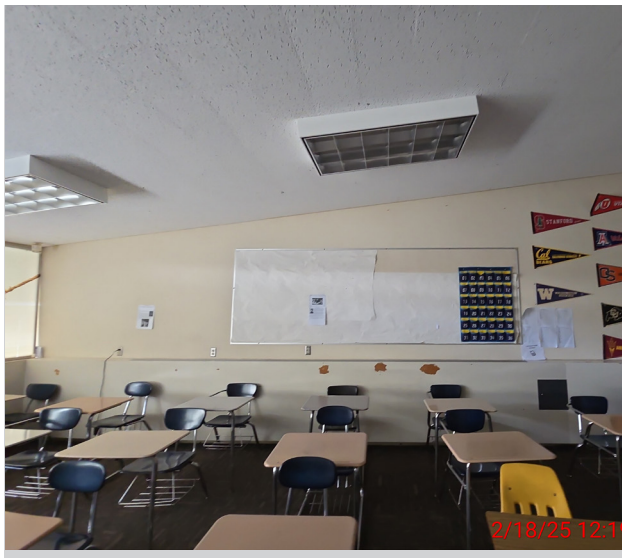
Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Classroom Interior



Classroom Interior

Challenges

- Aged classroom finishes
- Outdated technology
- Cabinets in poor condition

Opportunities

- Reconfigure classrooms
- Replace finishes
- Replace casework
- Upgrade technology infrastructure

Existing Conditions Summary: BLDG D CORRIDOR (BUILDING C CORRIDOR SIMILAR)

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

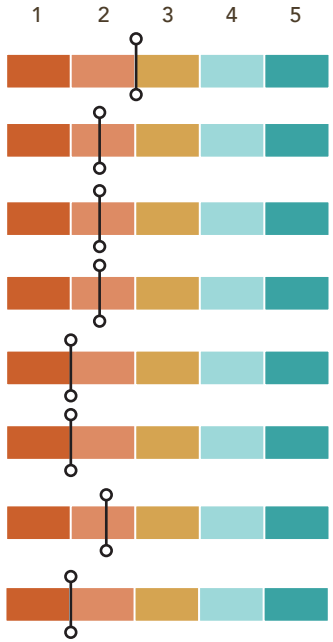
Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Corridor

Challenges

- Interior finishes are worn out
- The space is dim during daytime, inadequate natural and artificial light.
- The space is poorly ventilated
- Entrance doors are rusting



Double door

Opportunities

- Renew finishes
- Install new ventilation systems
- Install solar tubes or skylights
- Replace entrance door

Existing Conditions Summary: BLDG E EXTERIOR

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

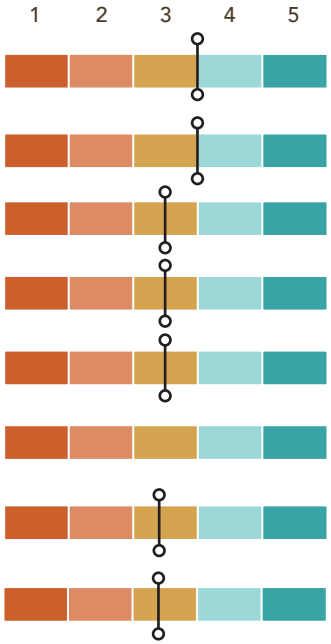
Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Bldg E

Challenges

- Weathered exterior finishes
- Damaged and worn out lockers



Bldg E

Opportunities

- Replace finishes
- Replace lockers or remove and provide new wall finishes

Existing Conditions Summary: BLDG E ADMIN

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

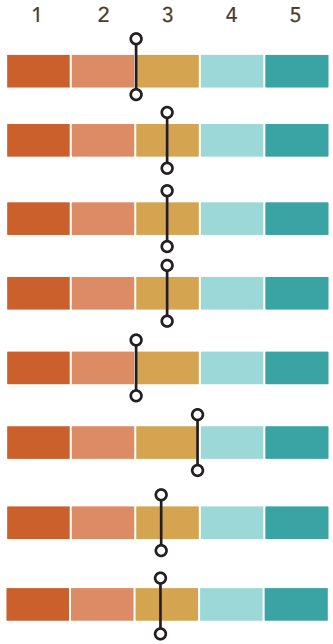
Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Reception Area



Reception Area

Challenges

- Aged Finishes
- Some space are cramped

Opportunities

- Replace finishes
- Reconfigure or re-purpose spaces to fit intended uses

Existing Conditions Summary: BLDG E OFFICES AND ACCESORY SPACES

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

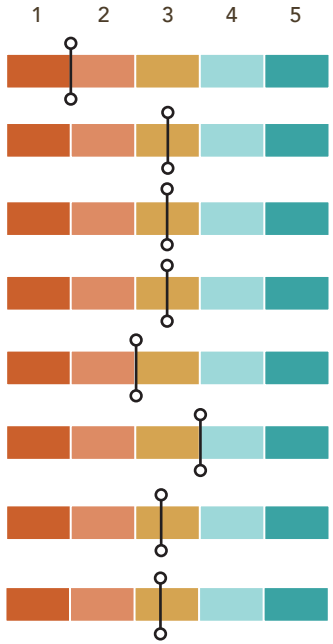
Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Office



Office

Challenges

- Aged Finishes
- Space are cluttered

Opportunities

- Replace finishes
- Provide storage solutions

Existing Conditions Summary: BLDG E STAFF LOUNGE AND WORKROOM

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

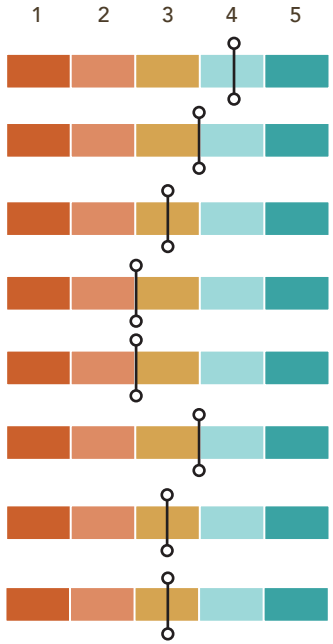
Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Staff Lounge



Workroom

Challenges

- Aged Finishes
- Sink is not accessible

Opportunities

- Replace finishes
- Install accessible sink
- Install operable window
- Upgrade ventilation system

Existing Conditions Summary: BLDG F (Multi-Use) EXTERIOR

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

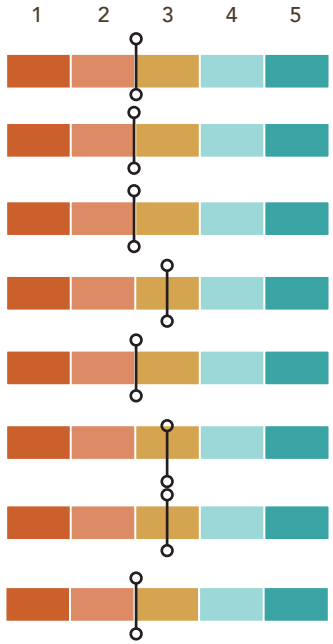
Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Bldg F



Bldg F

Challenges

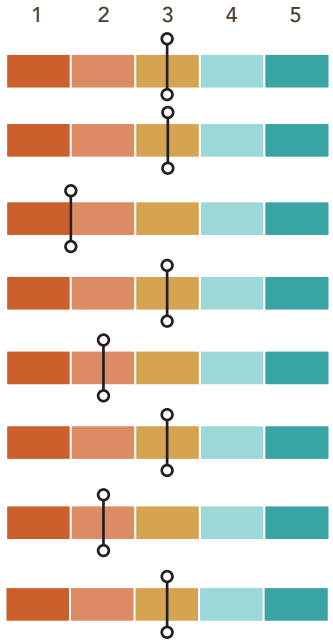
- Aged exterior finishes
- worn out lockers
- Structur (e.g. Beams are rusting)

Opportunities

- Replace finishes
- Replace lockers or remove and provide new wall finishes

Existing Conditions Summary: BLDG F (Multi-Use) INTERIOR

Conditions Ratings





Bldg F Interior



Bldg F Interior

Challenges

- Aged finishes
- Aged cabinets and stage
- Inadequate spaces for the number and types of functions it serves

Opportunities

- Renew finishes
- Relocate some functions and modernize the remainder of the space to fit fewer functions

Existing Conditions Summary: BLDG F (MUSIC RM)

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

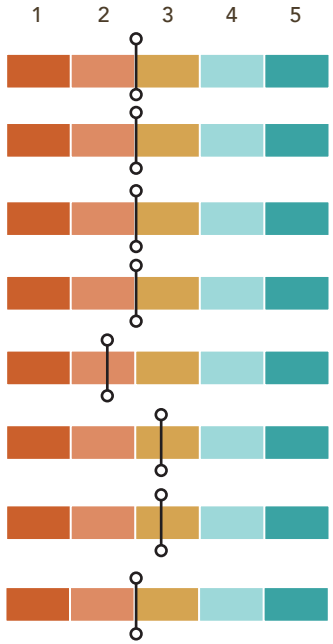
Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Bldg F Music Room



Bldg F Music Room fixtures

Challenges

- Aged finishes
- Acoustic ceiling tiles peeling off
- Worn out Cabinets
- Sink is not code compliant

Opportunities

- Replace finishes
- Space reconfiguration
- Provide new cabinets and accessible sink

Existing Conditions Summary: BLDG F (KITCHEN)

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

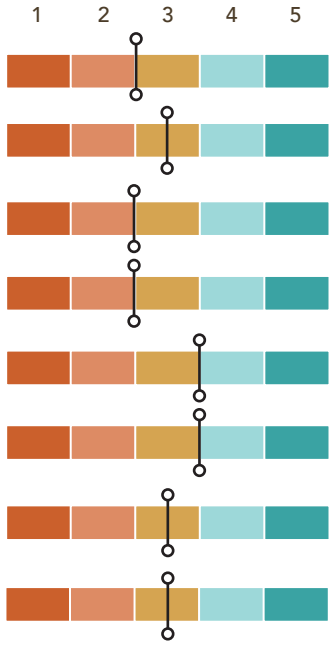
Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Bldg F Kitchen



Bldg F Kitchen

Challenges

- Kitchen and accessory spaces are not adequate for Central kitchen use and do not meet current health department codes
- Accessory spaces do not meet accessibility code requirement

Opportunities

- Comprehensive modernization of spaces is needed

Existing Conditions Summary: BLDG G (EXTERIOR)

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

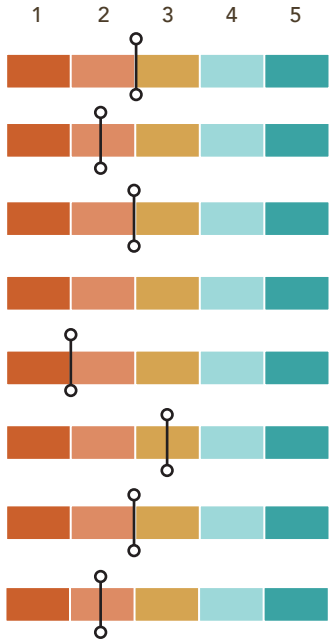
Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Bldg G Exterior

Challenges

- Aged Exterior finishes
- Lockers are worn out and broken

Opportunities

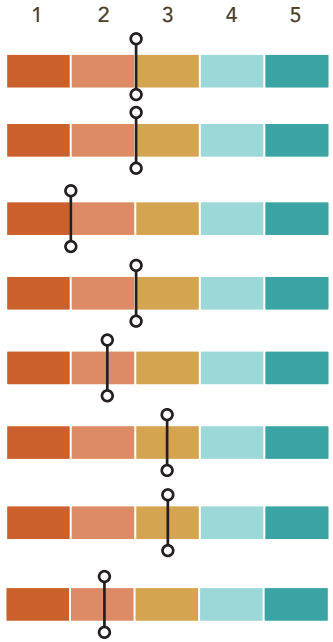
- Refresh Exterior finishes
- Replace lockers if indicated in Master Plan



Bldg G Exterior

Existing Conditions Summary: BLDG G (ART CR)

Conditions Ratings



Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)



Bldg G2 ART CR



Bldg G2 ART CR

Challenges

- Aged finishes
- Outdated technology/equipment
- Classrooms are undersized

Opportunities

- Comprehensive reconfiguration of spaces is needed
- Replace finishes

Existing Conditions Summary: BLDG G CLASSROOMS

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

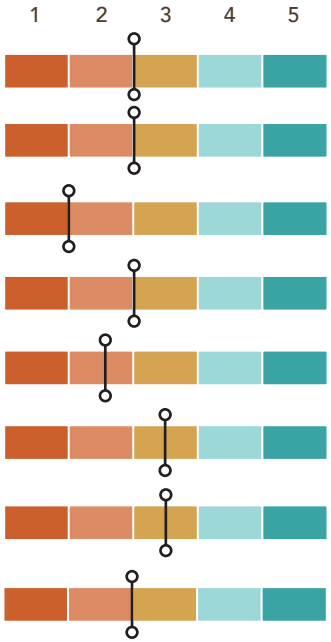
Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Bldg G7 CR



Bldg G7 CR

Challenges

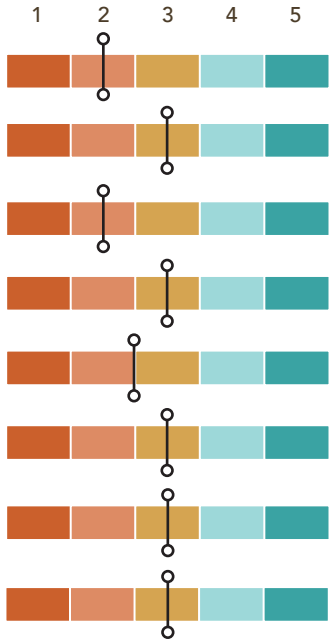
- Aged finishes
- Ceiling tiles worn out
- Outdated technology/equipment

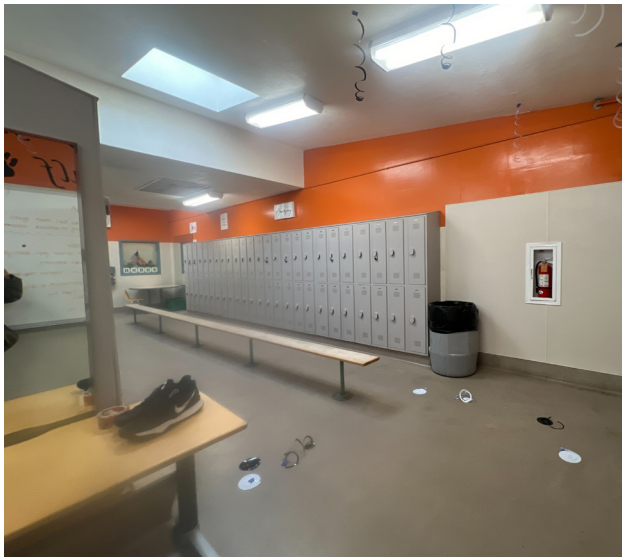
Opportunities

- Replace finishes
- Upgrade equipment

Existing Conditions Summary: BLDG H PHYS. ED. CLASSROOMS AND GIRL'S LOCKER RM
(BUILDING J BOY'S LOCKER RM SIMILAR)

Conditions Ratings





Bldg H Girls Locker Rm



Bldg H Girls Locker Rm

Challenges

- Restroom access does not meet current accessibility code

Opportunities

- Replace finishes and fixtures
- Reconfigure Locker room and accessory spaces to meet code requirements and support PE program needs
- Reconfigure Classroom spaces to meet program needs

Existing Conditions Summary: BLDG I (GYMNASIUM EXTERIOR)

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

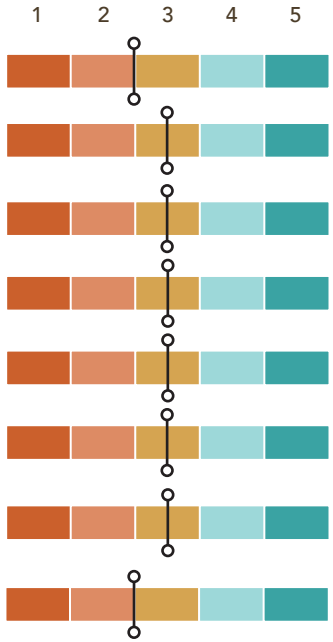
Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Bldg I Gymnasium Exterior

Challenges

- Worn and dated exterior finishes
- Breezeways between Gym and adjacent buildings are in very poor condition



Bldg I Gymnasium Exterior

Opportunities

- Update exterior finishes: repair and paint
- Replace Breezeways between Gym and adjacent buildings

Existing Conditions Summary: BLDG I (GYMNASIUM INTERIOR)

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

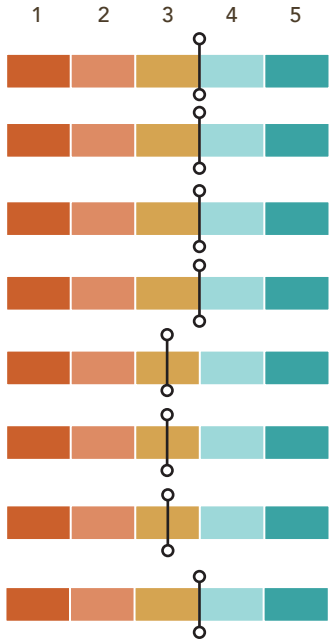
Technology Infrastructure

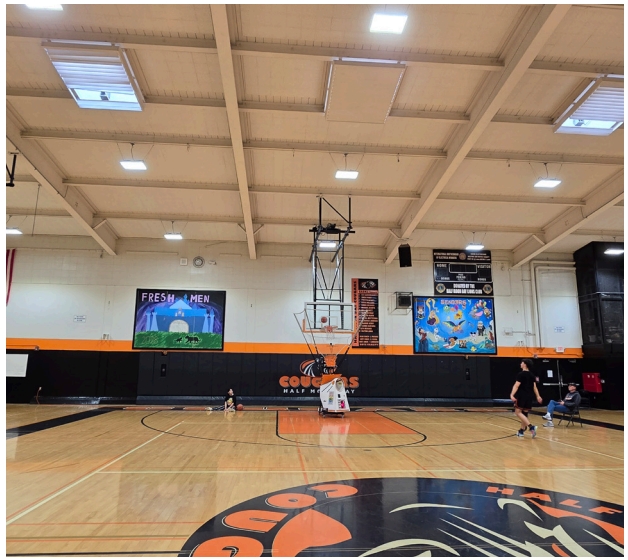
Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Bldg I Gymnasium Ball Court



Bldg I Gymnasium Ball Court

Challenges

- Mostly in good shape

Opportunities

- Mostly in good shape: update paint finishes

Existing Conditions Summary: BLDG J EXTERIOR

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

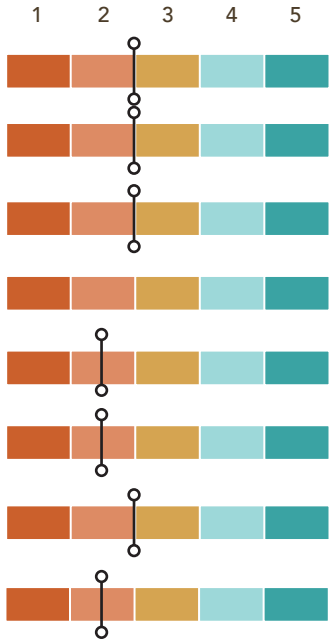
Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Bldg J Exterior



Bldg J Covered Walkway

Challenges

- Aged Exterior finishes
- Lockers worn out

Opportunities

- Repair and repaint exterior finishes
- Replace lockers

Existing Conditions Summary: BLDG J WOOD SHOP

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

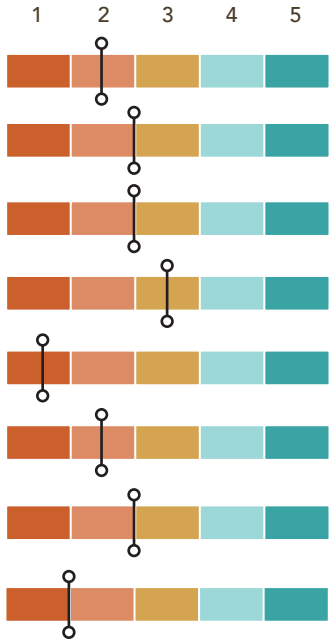
Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Bldg J Wood Shop



Bldg J Wood Shop Ceiling

Challenges

- Worn out finishes, ceiling tiles peeling off
- Not enough storage for tools and equipment
- Accessory spaces are not accessible and are in generally poor conditions

Opportunities

- Replace wall and ceiling finishes
- Refinish concrete floor or install new flooring over it
- Remove mezzanine spaces, Reconfigure spaces to support current program

Existing Conditions Summary: BLDG K EXTERIOR

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

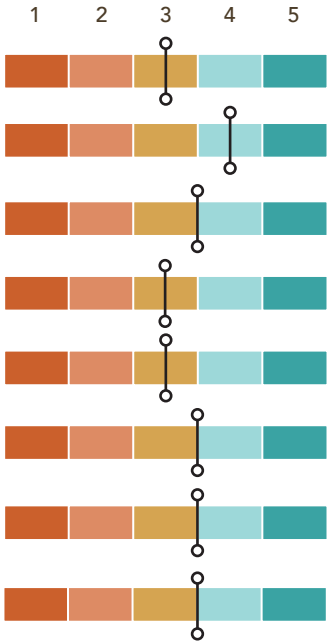
Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Bldg K Exterior



Bldg K Exterior

Challenges

- Minor worn out on exterior finishes
- Lockers are rusting
- Door louvers are rusting and caulking is peeling off

Opportunities

- Refresh exterior finishes
- Replace new lockers
- Repair/renew doors and attachment

Existing Conditions Summary: BLDG K UPSTAIRS CORRIDOR

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

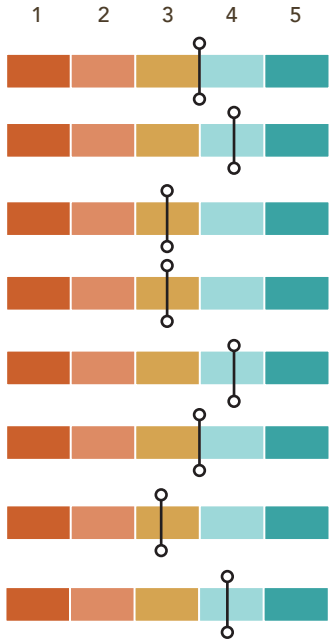
Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Bldg K Corridor



Bldg K door sidelight

Challenges

- Minor finishes worn out
- Not enough space to display art work

Opportunities

- Refresh finishes as needed
- Reconfiguration/add space for artwork display

Existing Conditions Summary: BLDG K CLASSROOMS

Conditions Ratings

Code Compliance (Accessibility, Life Safety)

Structural Integrity

Educational Appropriateness

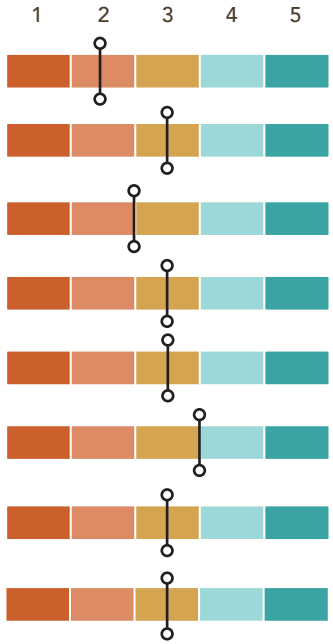
Technology Infrastructure

Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)





Bldg K8 Art CR



Bldg K8 Art CR

Challenges

- No Accessible sink
- Casework is worn and does not support current educational program

Opportunities

- Provide new casework, equipment and finishes

OVERALL MASTER PLAN



QUATTROCCHI KWOK ARCHITECTS

> HALF MOON BAY HIGH SCHOOL

CAMPUS WIDE UTILITY UPGRADES

$2,293,200

- Provide new electrical service upgrade to support conversion of HVAC systems to electric heat pumps to provide cooling and lower carbon emissions.
- Allow for water and sewer utility upgrades for the new buildings including fire water

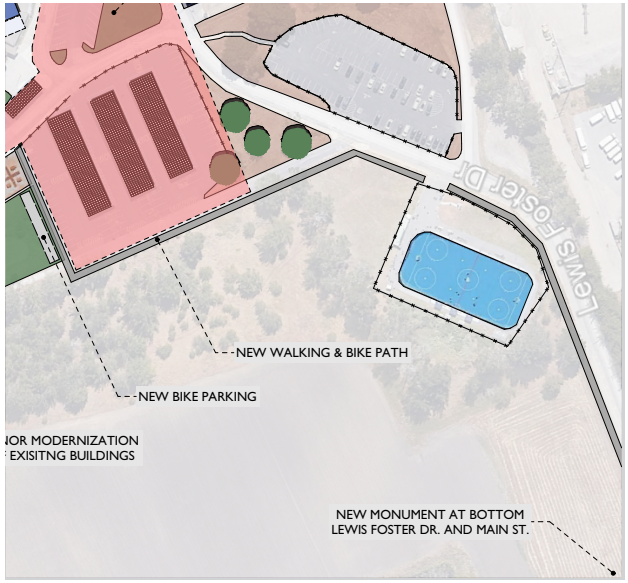


Campus Wide Utility Upgrades

BIKE AND FOOT PATH

$ 650,000

- New bike and foot path connecting the school to main street
- New bike parking lot and racks

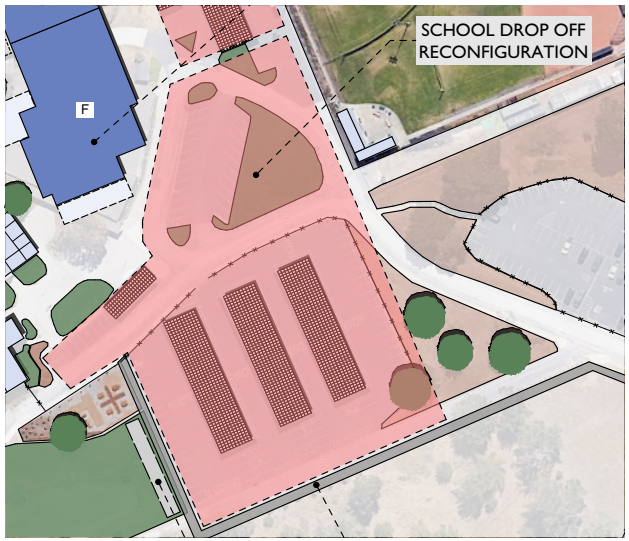


New Bike and Foot Path

IMPROVE PICKUP/DROPOFF AND STUDENT PARKING

$ 4,500,000

- Re-surface and re-stripe parking lots to improve circulation and safety
- Re-configure access to parking lots to separate parking and drop-off traffic
- Provide easier access for deliveries and trash pick-up
- Design to be completed with Civil and Traffic engineers to address congestion and safety issues

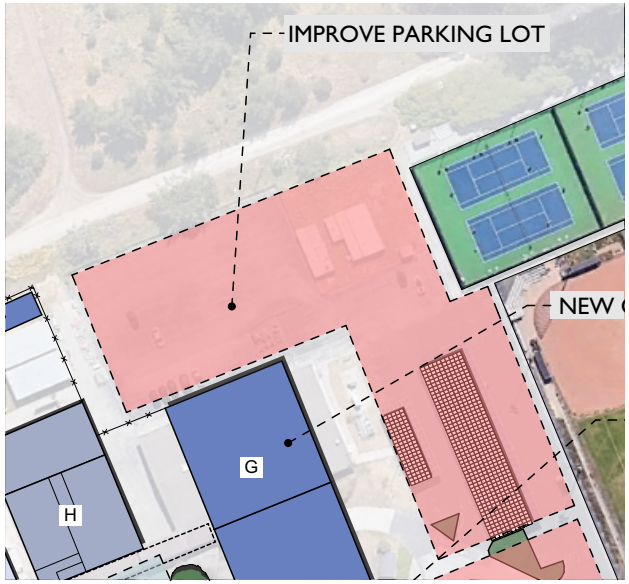


Improve Pickup/Dropoff and Student Parking

IMPROVE STAFF AND VISITOR PARKING

$ 1,950,000

- Re-surface and re-stripe parking lots to improve circulation and safety
- Re-configure access to parking lots to separate parking and drop-off traffic



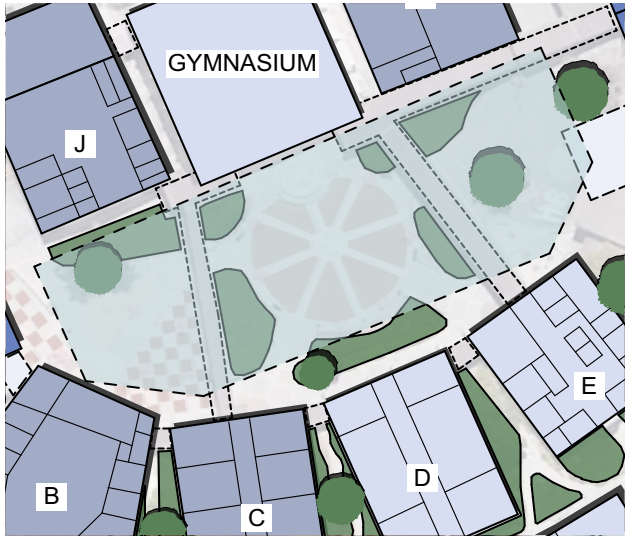
Improve Staff and Visitor Parking

IMPROVE QUAD

$ 5,371,616

Improvements of the Quad may include:

- Replace landscaping
- Provide new site furniture
- Provide for minor accessibility improvements
- Repair exposed structure at covered walkways and paint

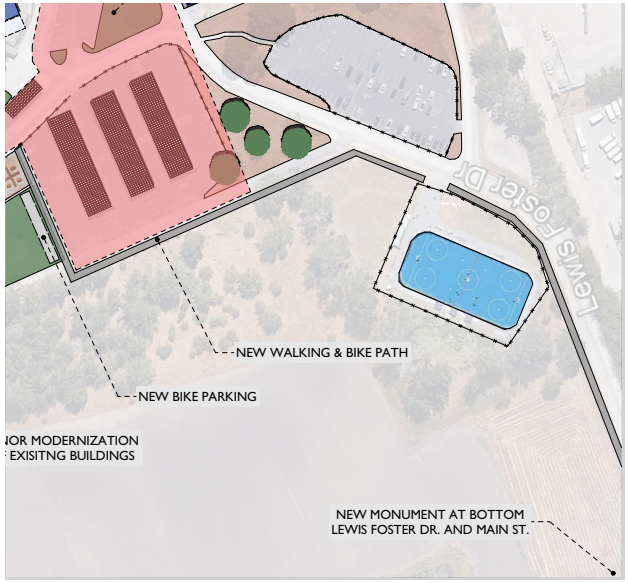


Improve Quad

NEW MONUMENT

$ 80,000

- New monument at Lewis Foster Dr and Main St

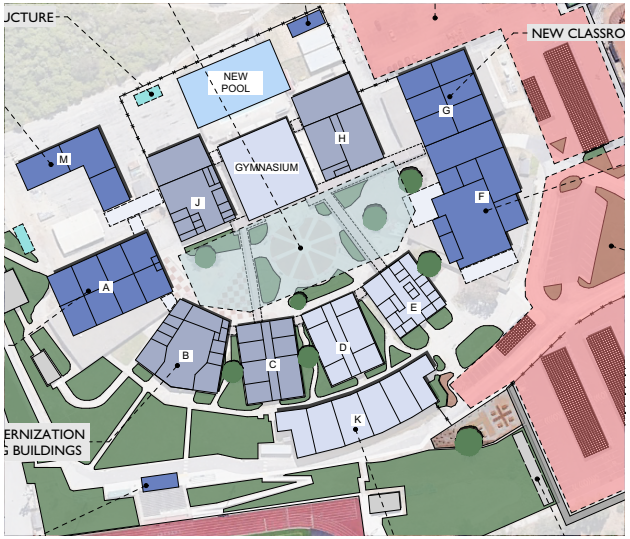


New Monument

ORNAMENTAL FENCING AND GATES

$ 950,000

- Provide new ornamental fencing and gates to limit public access during school hours while maintaining the flexibility of an open campus during designated times



Ornamental Fencing and Gates

LIGHTS AT EXISTING BASEBALL FIELD

$ 819,000



Lights at Existing Baseball Field

SYNTHETIC TURF AT EXISTING SOFTBALL FIELD

$ 5,625,506



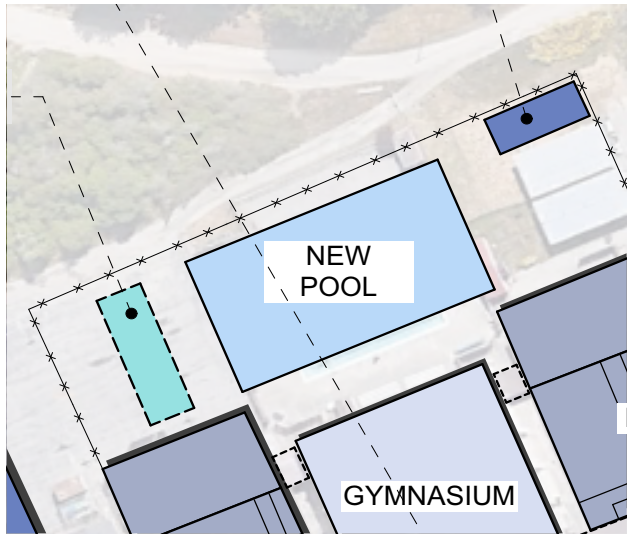
Synthetic Turf at Existing Softball Field

NEW POOL AREA

$ 13,972,805

Demolish existing pool and adjacent structure. Proposed new construction includes:

- New competition sized pool with instruction area
- New 500 SqFt shade structure
- New 1,000 SqFt Public changing rooms & storage building
- Scoreboard
- Bleachers: 3-4 rows
- Perimeter fencing and gates



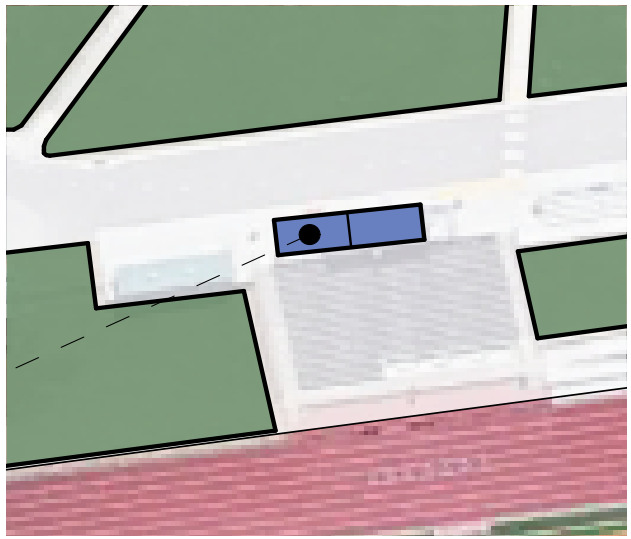
New Pool Area

NEW PRESSBOX, CONCESSIONS AND RESTROOMS

$ 1,322,685

Demolish exisiting building and portable restroom building. Construct new 1,000 SqFt building. Proposed new construction includes:

- Pressbox
- Concessions
- Restrooms



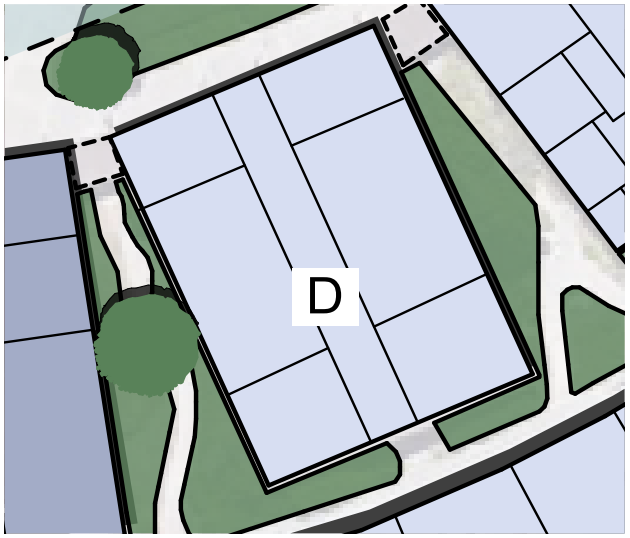
New Sports Box

BUILDING D MINOR MODERNIZATION

$ 4,598,071

Modernization of BLDG D may include:

- New floor coverings, new paint and tackable coverings at walls. Provide new markerboards
- New casework
- Restrooms: provide new finishes, plumbing fixtures, accessories and partitions
- HVAC: replace exisiting system with electric heat pump equipment that provide both heating and cooling
- Electrical: provide additional power outlets in classrooms. Replace distribution and branch panels as needed
- Repairs to exposed structure at exterior overhangs and remove existing lockers and repair finishes



Building D Minor Modernization

BUILDING E MINOR MODERNIZATION

$ 2,424,240

Modernization of BLDG E may include:

- New floor coverings, new paint and tackable coverings at walls
- Reconfiguring support spaces to better serve current administrative needs
- Restrooms: repair exisiting finishes and fixtures as needed
- HVAC: replace exisiting system with electric heat pump equipment that provide both heating and cooling
- Electrical: provide additional power outlets and replace distribution and branch panels as needed
- Repairs to exposed structure at exterior overhangs and remove existing lockers and repair finishes



Building E Minor Modernization

BUILDING K MINOR MODERNIZATION

$ 11,833,424

Modernization of BLDG K may include:

- New floor coverings, new paint and tackable coverings at walls. Provide new markerboards
- Replace casework at Science classrooms on the first floor to improve layout
- Restrooms: minor repairs to finishes and fixtures as needed
- HVAC: replace existing system with electric heat pump equipment that provide both heating and cooling
- Electrical: provide additional power outlets in classrooms. Replace distribution and branch panels as needed
- Repairs to exposed structure at exterior overhangs and remove existing lockers and repair finishes



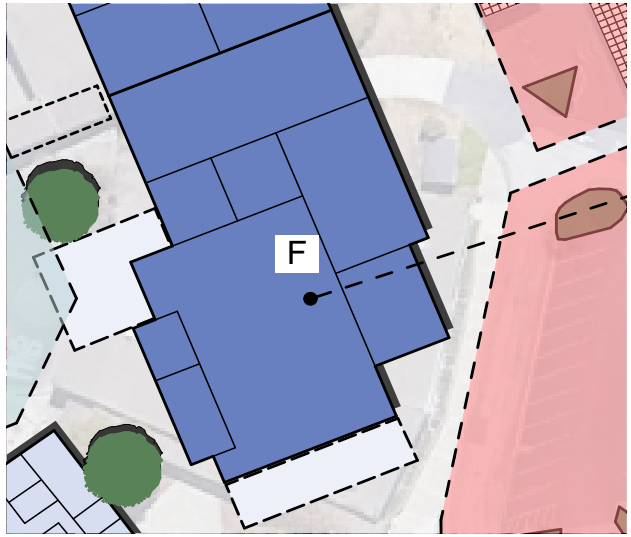
Building K Minor Modernization

NEW BUILDING F

$ 30,647,709

Demolish exisiting building F. Construct new 19,000 SqFt Student Union building. Proposed new construction includes:

- New central kitchen and servery
- Flex dining/hangout/audience
- Music classroom with practice rooms and storage
- Gender neutral restrooms
- Stage
- Student support spaces and college & career center



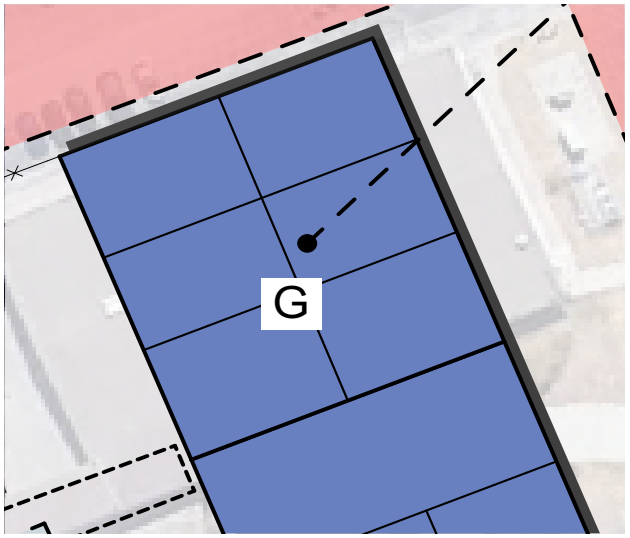
New Building F

NEW BUILDING G

$ 25,477,104

Demolish exisiting building G. Construct new 2 story 19,000 SqFt Classroom building. Proposed new construction includes:

- 10 Classrooms
- Staff restrooms
- Teacher work room
- Break-out spaces
- 2 Rooms for SDC Special Ed program with restrooms and support space including; offices, laundry and storage



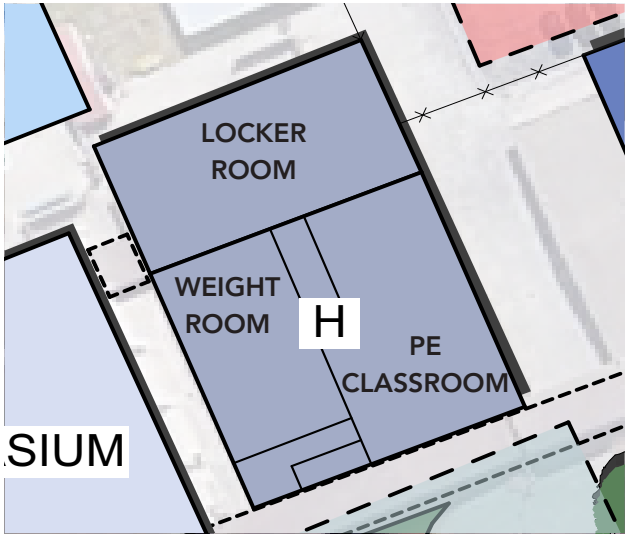
New Building G

BUILDING H MAJOR MODERNIZATION

$ 6,538,090

Major Modernization of BLDG H may include:

- Reconfiguring interior walls at Weight room and PE classroom to remove small rooms. At locker room reconfigure walls, restrooms and showers
- Finishes: at Locker room provide new flooring, wall finishes and ceiling
- Fixtures: provide new lockers, plumbing fixtures, restroom partitions and accessories
- HVAC: replace exisiting system with electric heat pump equipment that provide both heating and cooling
- Electrical: new lighting and controls. Replace distribution and branch panels as needed
- Replace breezeway connecting Locker room and Gym with a new covered walkway



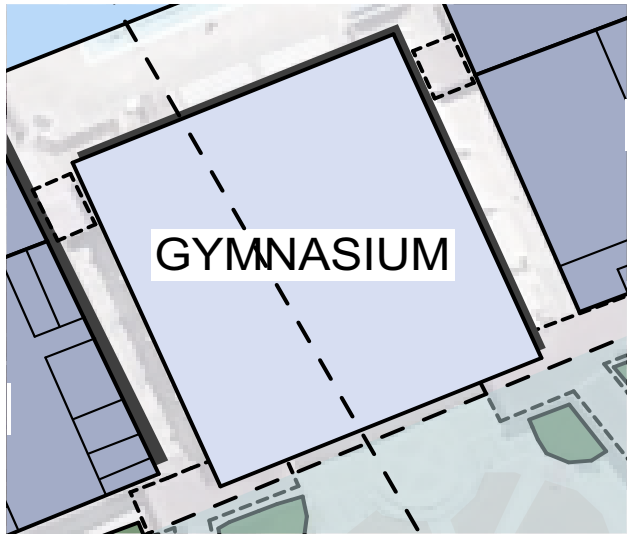
Building H Major Modernization

GYMNASIUM MINOR MODERNIZATION

$ 4,324,985

Minor Modernization may include:

- Finishes: New paint at walls and ceilings. Re-finish Gym floor
- Exisiting bleachers to remain
- HVAC: replace existing equipment. Existing ductwork to remain



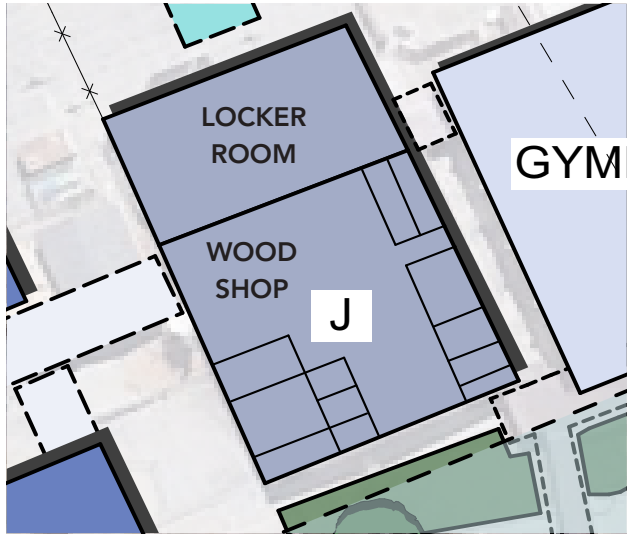
Gymnasium Minor Modernization

BUILDING J MAJOR MODERNIZATION

$ 6,538,090

Major Modernization of BLDG J may include:

- Reconfiguring interior partitions at Wood Shop to create more efficient layout and remove existing non-compliat mezzanines. At locker room reconfigure walls, restrooms and showers
- Finishes: at Locker room provide new flooring, wall finishes and ceiling
- Fixtures: provide new lockers, plumbing fixtures, restroom partitions and accessories
- HVAC: replace exisiting system with electric heat pump equipment that provide both heating and cooling
- Electrical: new lighting and controls. Replace distribution and branch panels as needed
- Replace breezeway connecting Locker room and Gym with a new covered walkway



Building J Major Modernization

NEW BUILDING M

$ 11,453,796

Remove exisiting portables. Construct new 8,000 SqFt CTE Classroom building. Proposed new construction includes:

- 3 CTE Lab classrooms
- Storage and office space
- Staff restroom
- Covered walkway connecting buildings M and J



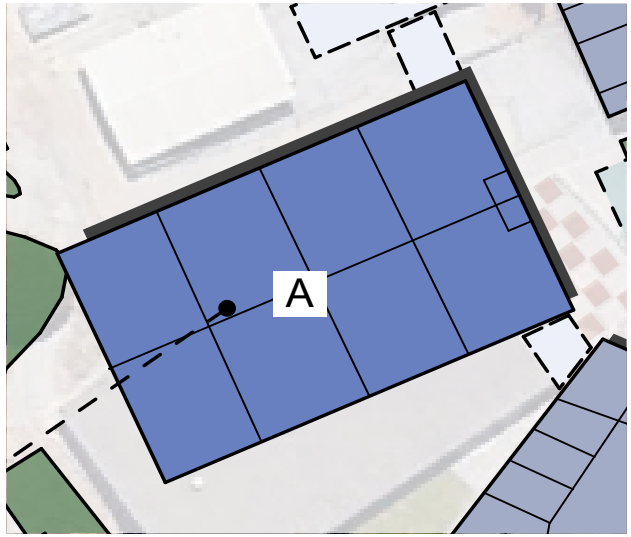
New Building M

NEW BUILDING A

$ 17,578,883

Demolish exisiting building. Construct new 13,000 SqFt Classroom building. Proposed new construction includes:

- 8 classrooms
- Break out spaces
- Student restrooms
- Staff restroom
- Teacher work room



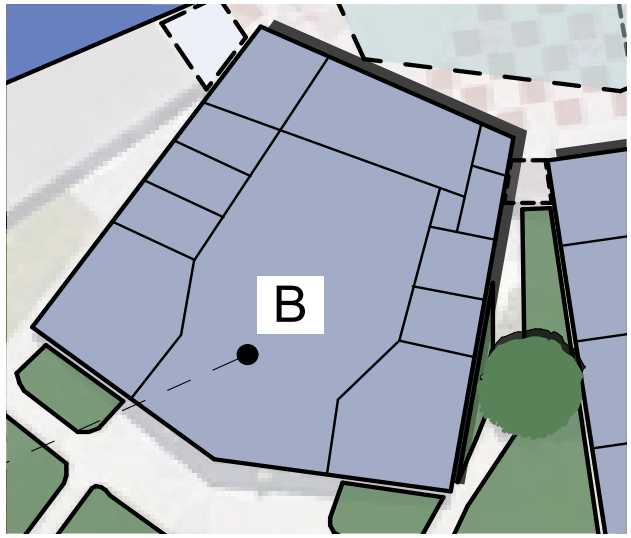
New Building A

BUILDING B MAJOR MODERNIZATION

$ 4,877,375

Major Modernization of BLDG B may include:

- Minor reconfiguration of accessory spaces to better support programs
- New wall, floor and ceiling finishes
- Replace or repair casework
- HVAC: replace existing system with electric heat pump equipment that provide both heating and cooling
- Electrical: provide additional power outlets. Replace distribution and branch panels as needed
- Repairs to exposed structure at exterior overhangs and remove existing lockers and repair finishes



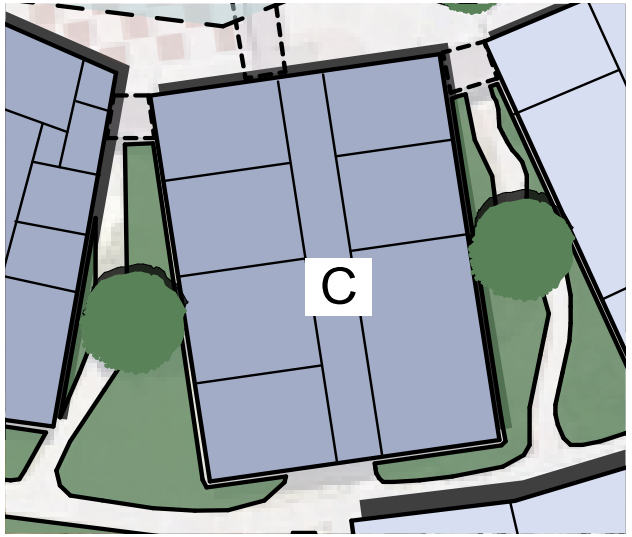
Building B Major Modernization

BUILDING C MAJOR MODERNIZATION

$ 4,598,071

Major Modernization of BLDG C may include:

- Reconfiguring interior walls to create full size classrooms and support spaces
- New floor coverings, new paint and tackable coverings at walls. Provide new markerboards
- HVAC: replace existing system with electric heat pump equipment that provide both heating and cooling
- Electrical: provide additional power outlets in classrooms. Replace distribution and branch panels as needed
- Repairs to exposed structure at exterior overhangs and remove existing lockers and repair finishes



Building C Major Modernization

Capacity Analysis - Enrollment

Project: Half Moon Bay High School
Number: 2438.00
Planned Enrollment Target: 1,000
Grade Levels: High School

Capacity Analysis by Enrollment

EXISTING					*QKA Proposed*				
Room	**Teaching Stations**	**Loading**	**Capacity**	**Notes**	**Room**	**Teaching Stations**	**Loading**	**Capacity**	**Notes**
BUILDING A					**NEW BUILDING A**				
appropriately sized	3	23	69		appropriately sized	8	23	184	
undersized	5	23	115						
BUILDING B	0	23	0	Library	BUILDING B	0	23	0	library
BUILDING C					BUILDING C				
appropriately sized	2	23	46		appropriately sized	4	15	60	Sepcial Ed Plus Support Spaces
undersized	2	23	46		BUILDING D				
undersized	2	15	30	Special Education	appropriately sized	4	23	92	
BUILDING D					BUILDING E				administration
appropriately sized	4	23	92		**NEW BUILDING F**				student union
BUILDING E				administration	appropriately sized	1	23	23	Combined music room with storage and practice rooms
BUILDING F				MPR	**NEW BUILDING G**				
undersized	2	23	46	music/choir	SDC Special Ed	2	13	26	With restrooms and support spaces
BUILDING G					appropriately sized	10	23	230	
appropriately sized	1	23	23		BUILDING H				girls locker rooms, weight room, and mat room
undersized	5	23	115		appropriately sized	0	23	0	weight & mat room
undersized	4	13	52	Special Education	BUILDING J				boys locker rooms and industrial arts
BUILDING H				girls locker rooms, weight room, and mat room	appropriately sized	1	23	23	industrial arts
appropriately sized	0	23	0	weight & mat room	BUILDING K				
BUILDING J				boys locker rooms and Industrial arts	appropriately sized	12	23	276	5 science labs, 3 art studios, 4 classrooms
appropiately sized	1	23	23	industrial arts	**NEW BUILDING M**				
BUILDING K					appropriately sized	3	23	69	CTE classrooms, 2 with Science capabilities
appropriately sized	12	23	276	5 science labs, 3 art studios, 4 classrooms	GYMNASIUM	1	69	69	
GYMNASIUM	1	69	69						
PORTABLES	2	15	30	Special Ed Support	**Total 9-12**	**46**		**1052**	
	2	13	26	SDC Special Ed					
Total 9-12	**48**		**1058**						
Total # of appropriately sized	26								
Total # of undersized	20								

Half Moon Bay High School

Date: June 5, 2025
Estimator: TDV/AS/KR

GRAND SUMMARY

DESCRIPTION	CONSTRUCTION TOTAL	SOFT COSTS TOTAL	PROJECT TOTAL	ESCALTION TO MID-POINT (4.5% per Annum (Simple Rate)) YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
				ESCALATION				
NEW CONSTRUCTION								
- Building A - Classroom Building	$13,522,218	$4,056,665	$17,578,883	$791,050	$1,582,099	$2,373,149	$3,164,199	$3,955,249
- Building F - Student Union	$23,575,161	$7,072,548	$30,647,709	$1,379,147	$2,758,294	$4,137,441	$5,516,588	$6,895,735
- Building G - Classroom Building	$19,597,772	$5,879,332	$25,477,104	$1,146,470	$2,292,939	$3,439,409	$4,585,879	$5,732,348
- Building M - CTE Classroom Building	$8,810,612	$2,643,184	$11,453,796	$515,421	$1,030,842	$1,546,262	$2,061,683	$2,577,104
MODERNIZATION/ RECONFIGURATION								
- Building B - Library	$3,751,827	$1,125,548	$4,877,375	$219,482	$438,964	$658,446	$877,928	$1,097,409
- Building C & D - Classroom Building	$7,073,955	$2,122,187	$9,196,142	$413,826	$827,653	$1,241,479	$1,655,305	$2,069,132
- Building E - Administration Building	$1,864,800	$559,440	$2,424,240	$109,091	$218,182	$327,272	$436,363	$545,454
- Building H - Classroom & Locker Room	$5,056,569	$1,516,971	$6,573,540	$295,809	$591,619	$887,428	$1,183,237	$1,479,046
- Building I - Gymnasium	$3,326,912	$998,074	$4,324,985	$194,624	$389,249	$583,873	$778,497	$973,122
- Building J - Shop & Locker Room	$5,029,300	$1,508,790	$6,538,090	$294,214	$588,428	$882,642	$1,176,856	$1,471,070
- Building K - Science & Art Classroom	$9,102,634	$2,730,790	$11,833,424	$532,504	$1,065,008	$1,597,512	$2,130,016	$2,662,520
SITE DEVELOPMENT								
- New Site Improvements	$1,764,000	$529,200	$2,293,200	$103,194	$206,388	$309,582	$412,776	$515,970
- New Pool Area inc. Changing Rooms & Canopy	$10,748,312	$3,224,494	$13,972,805	$628,776	$1,257,552	$1,886,329	$2,515,105	$3,143,881
- Campus Wide Safety and Security	$6,390,641	$1,917,192	$8,307,834	$373,853	$747,705	$1,121,558	$1,495,410	$1,869,263
- Synthetic Turf at Existing Softball Field	$4,327,313	$1,298,194	$5,625,506	$253,148	$506,296	$759,443	$1,012,591	$1,265,739
- Lights at Existing Baseball Field	$630,000	$189,000	$819,000	$36,855	$73,710	$110,565	$147,420	$184,275
- Update Existing Quad	$4,132,013	$1,239,604	$5,371,616	$241,723	$483,445	$725,168	$966,891	$1,208,614
- New Press/Media Box	$1,017,450	$305,235	$1,322,685	$59,521	$119,042	$178,562	$238,083	$297,604
TOTAL	**$129,721,488**		**$168,637,934**	**$7,588,707**	**$15,177,414**	**$22,766,121**	**$30,354,828**	**$37,943,535**

TOTAL BOND MEASURE K= $153.4 MILLION

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent Educational Services
Jennifer Marsh, Chief Business Official
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Local Control Accountability Plan (LCAP) 2025-26

BACKGROUND INFORMATION

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.

In California, the 2025-26 Local Control and Accountability Plan (LCAP) requires LEAs to update their LCAPs each year, including a Budget Overview for Parents and LCAP Action Tables. The 2025-26 LCAP, along with the Budget Overview for Parents and LCAP Action Tables, must be adopted by the LEA's local governing board or body at a public meeting on or before July 1, 2025, and submitted within 5 days of that adoption.

The Cabrillo Unified School District LCAP received an extensive revision and recommendations by our San Mateo County (SMCOE) partners and tonight we're presenting the revised plan for board approval. Please know that SMCOE will provide a second review of the LCAP and may provide additional recommendations. If significant changes are needed, we will bring those recommended changes for board approval at our August 2025 governing board meeting.

FISCAL ANALYSIS

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The calculated LCFF supplemental dollars for the LCAP is $2,034,349

RECOMMENDATION

It is recommended that the Cabrillo Unified School District (CUSD) Governing Board approve the 2025-26 Local Control Accountability Plan (LCAP).

Prepared by: *Josefina Infanzon*

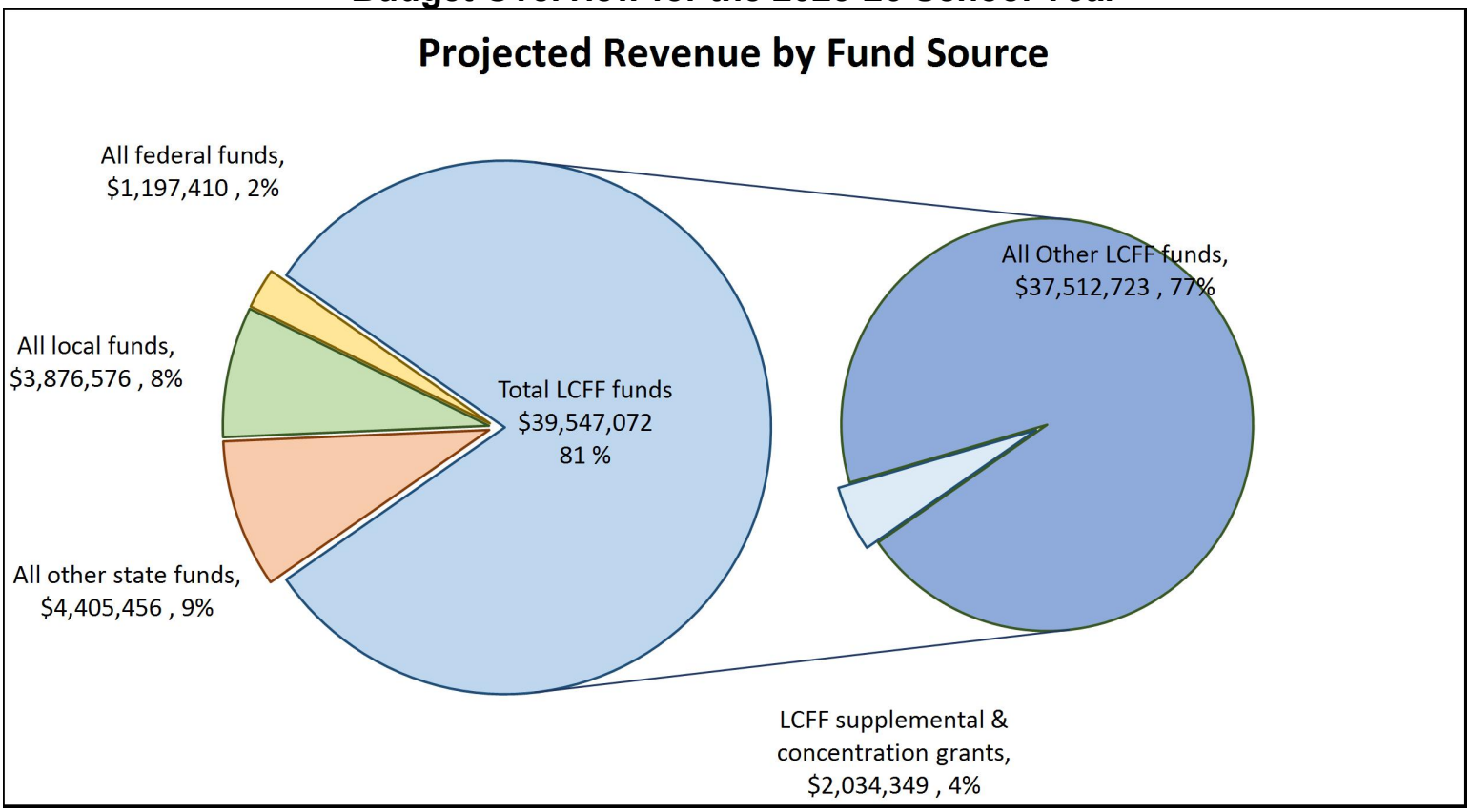
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cabrillo Unified School District
CDS Code: 41-68890-0000000
School Year: 2025-26
LEA contact information:
Dr. Ramon Miramontes
Interim 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 2025-26 School Year

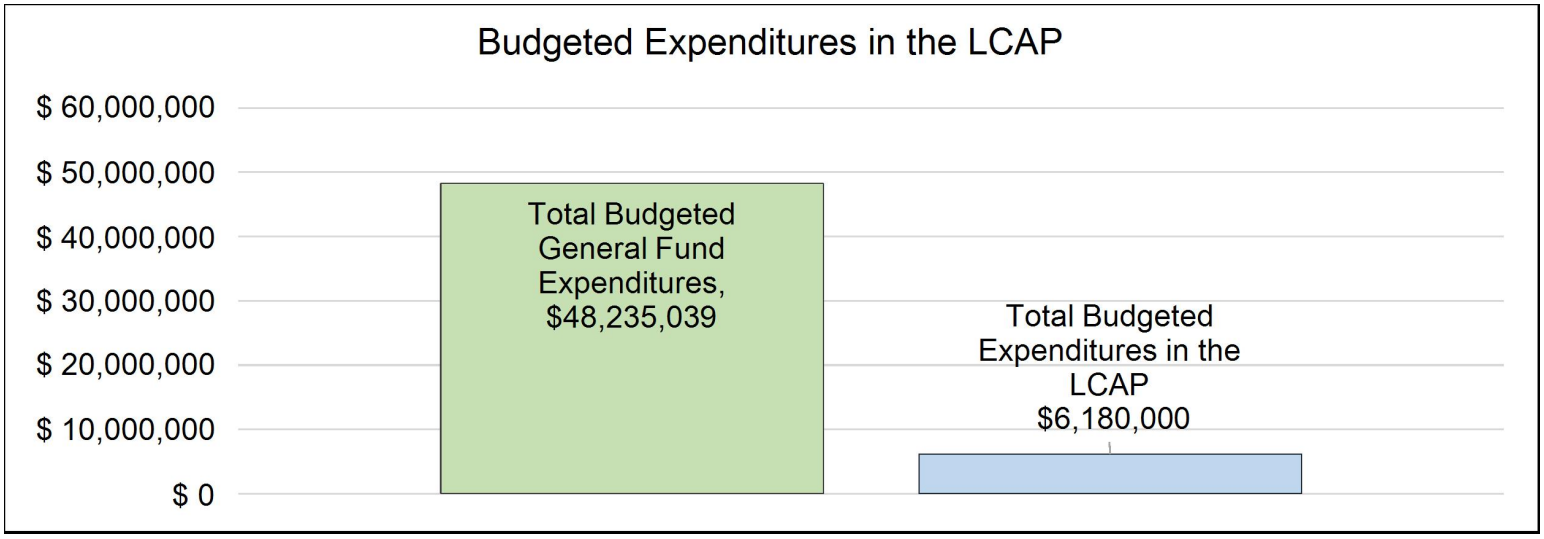


This chart shows the total general purpose revenue Cabrillo Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cabrillo Unified School District is $49,026,514, of which $39,547,072 is Local Control Funding Formula (LCFF), $4,405,456 is other state funds, $3,876,576 is local funds, and $1,197,410 is federal funds. Of the $39,547,072 in LCFF Funds, $2,034,349 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

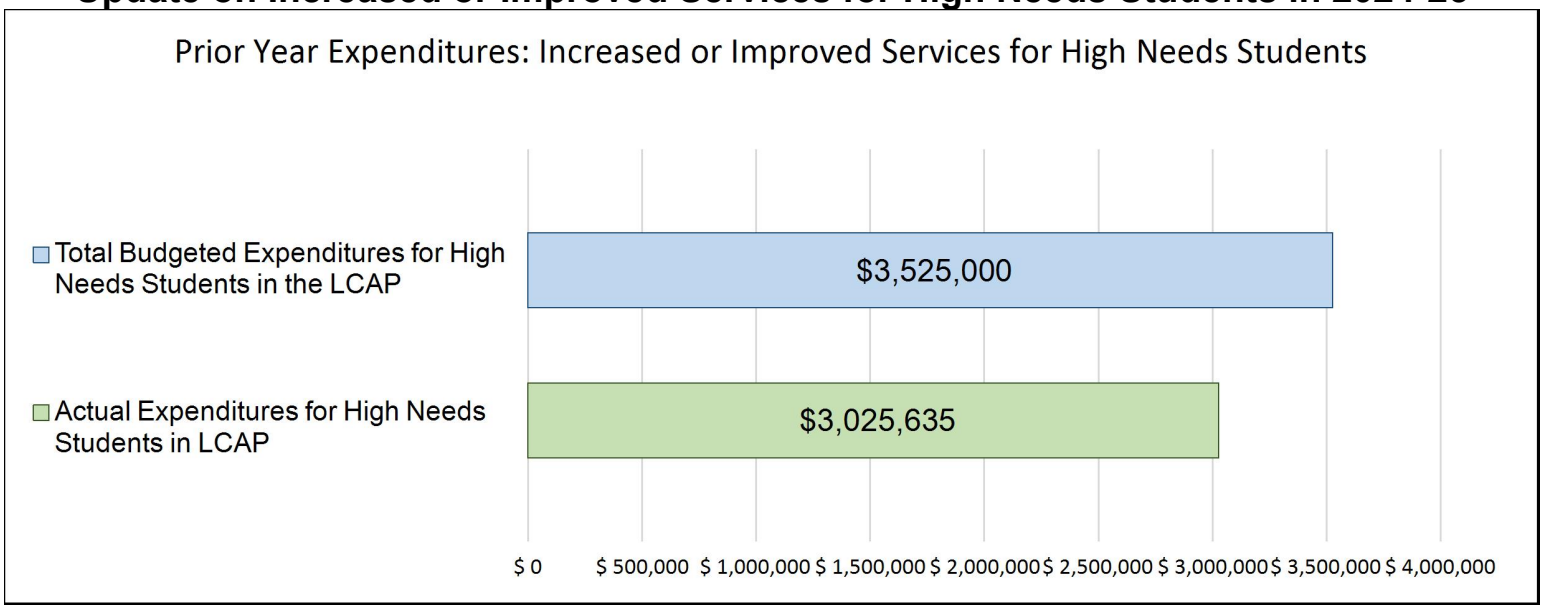
The text description of the above chart is as follows: Cabrillo Unified School District plans to spend $48,235,039 for the 2025-26 school year. Of that amount, $6,180,000 is tied to actions/services in the LCAP and $42,055,039 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Cabrillo Unified School District is projecting it will receive $2,034,349 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 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 2024-25



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 2024-25, Cabrillo Unified School District's LCAP budgeted $3,525,000 for planned actions to increase or improve services for high needs students. Cabrillo Unified School District actually spent $3,025,635 for actions to increase or improve services for high needs students in 2024-25.

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	Dr. Ramon Miramontes Interim Superintendent	miramontesr@cabrillo.k12.ca.us (650) 712-7100

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 2024-2025 school year, our student population is a total of 2,561 Students (Source: CALPADS 1.4 Report).

Below are the demographics of our student subgroups: (Source: CALPADS 1.17 Report)
English Learners: 389 (15%)
Socio-Economically Disadvantaged: 462 (18%)

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: 1,304 (50.92%)
hite: 1,048 (40.92%)
vo or More Races: 140 (5.47%)
sian: 39 (1.52%)
ipino: 18 (0.7%)

Black/African American: 5 (0.20%)
Other: 7 (0.27 %)

CUSD serves students from preschool through adult school. We operate two preschool programs, four elementary schools, and one intermediate school
school, one comprehensive high school, one alternative high school/continuation school, and one adult education program.

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 on 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 2024-2025 school year, we also engaged in a Multi-tiered System of Support (MTSS), which 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:

* Implementation 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 Action Plan
* 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.

s Cabrillo Unified School District (CUSD) reflects on our 2024-2025 LCAP, we have seen many successes/progress using mainly our local ıalitative and quantitative data.

A DASHBOARD DATA (2024-2025)

****
After a careful review of our CA DASHBOARD 2023-2024 data, we had great success in various indicators.

This academic 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:

All Students
Performance Level | Yellow
25.2 points below standard
Increased 6.8 Points
Number of Students: 1,230

Hispanic
Performance Level | Orange
74.9 points below standard
Increased 4.6 Points
Number of Students: 636

Socioeconomically Disadvantaged
Performance Level | Orange
73.7 points below standard
Increased 3.9 Points
Number of Students: 533

White
Performance Level | Green
26.7 points above standard
Increased 3.7 Points
Number of Students: 503

vo or More Races
.8 points above standard
creased 3.2 Points
umber of Students: 64

MATHEMATICS:

Two or More Races
Performance Level| Green
17.5 points above standard
Increased 4.9 Points
Number of Students: 64

(2) ACADEMIC ENGAGEMENT

CHRONIC ABSENTEEISM:

ALL Student
Performance Level | Yellow
15.4% chronically absent
Declined 8.4%
Number of Students: 1,659

English Learners
Performance Level | Yellow
18.5% chronically absent
Declined 7.5%
Number of Students: 401

Hispanic
Performance Level | Yellow
18.2% chronically absent
Declined 8.5%
Number of Students: 887

Socioeconomically Disadvantaged
Performance Level | Yellow
18.7% chronically absent
Declined 8.1%
Number of Students: 715

Students with Disabilities
15.4% chronically absent

Declined 6.8%
Number of Students: 258

White
12.3% chronically absent
Declined 8.4%
Number of Students: 648

(3) CONDITIONS AND CLIMATE

Suspension Rate:

Long-term English Learners
Performance Level | Orange
8.9% suspended at least one day
Declined 0.6%
Number of Students: 123

Students with Disabilities
Performance Level | Yellow
5.2% suspended at least one day
Declined 1.9%
Number of Students: 442

English Learners
Performance Level | Green
3.1% suspended at least one day
Declined 0.3%
Number of Students: 514

Hispanic
Performance Level | Green
3.3% suspended at least one day
Declined 0.9%
Number of Students: 1,445

Two or More Races
Performance Level | Green
2% suspended at least one day

Declined 0.5%
Number of Students: 139

Socioeconomically Disadvantaged
Performance Level | Green
3.5% suspended at least one day
Declined 0.9%
Number of Students: 1,158

4) GRADUATION RATE

All Students
Performance Level | Green
89.4% graduated
Increased 3.2%
Number of Students: 302

English Learners
Performance Level | Yellow
76.3% graduated
Increased 6.3%
Number of Students: 38

Hispanic
Performance Level | Green
85.8% graduated
Increased 3.4%
Number of Students: 155

Long-term English Learners
Performance Level | Green
82.8% graduated
Increased 10.9%
Number of Students: 29

Socioeconomically Disadvantaged
Performance Level | Green
85.5% graduated
Increased 5.7%
Number of Students: 155

Students with Disabilities
Performance Level | Green
83.9% graduated
Increased 9.5%
Number of Students: 56

White
Performance Level | Green
93.3% graduated
Increased 4.7%
Number of Students: 120

Additional data demonstrating growth is described below:

California Science Test (CAST)
All Students performed at 27.86% Proficient or Above in 2023-2024 compared to 23.96% Proficient or Above in 2022-2023. This is a 3.9% increase.

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 2024-2025 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 on the Science of Reading using Dibels 8th assessment to engage in data chats were conducted for grades TK-3rd. In addition, the district-wide teaching staff was provided with 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 2023-2024)

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 2024 DATA
****

ACADEMIC PERFORMANCE | English Language Arts

English Language Arts:

ALL Students
Performance Level | YELLOW
25.2 points below standard
Increased 6.8 Points
Number of Students: 1,230

Hispanic
Performance Level| Orange
74.9 points below standard
Increased 4.6 Points
Number of Students: 636

White
Performance Level| Green
26.7 points above standard
Increased 3.7 Points
umber of Students: 503

ocioeconomically Disadvantaged
erformance Level| Orange
.7 points below standard

Increased 3.9 Points
Number of Students: 533

English Learners
Performance Level| Red
101.6 points below standard
Declined 4.8 Points
Number of Students: 356

Students with Disabilities
Performance Level| Red
115.2 points below standard
Declined 3.9 Points
Number of Students: 211

Two or More Races
Performance Level| Blue
48.8 points above standard
Increased 3.2 Points
Number of Students: 64

Homeless
No Performance Color
Number of Students: 2

ACADEMIC PERFORMANCE | Mathematics

ALL Students
Performance Level | Orange
60 points below standard
Maintained 1.9 Points
Number of Students: 1,233

Hispanic
Performance Level| Red
111.3 points below standard
aintained -1.4 Points
umber of Students: 639

hite

Performance Level| Yellow
7.1 points below standard
Maintained 0.2 Points
Number of Students: 503

Socioeconomically Disadvantaged
Performance Level| Red
106 points below standard
Maintained +2.7 Points
Number of Students: 536

English Learners
Performance Level| Red
127.5 points below standard
Declined 5.4 Points
Number of Students: 363

Students with Disabilities
Performance Level| Red
148.2 points below standard
Declined 11.9 Points
Number of Students: 211

Two or More Races
Performance Level| Green
17.5 points above standard
Increased 4.9 Points
Number of Students: 64

Homeless
No performance color
Number of Students: 2

ACADEMIC PERFORMANCE | College/Career

All Students
Performance Level | Green
Prepared 36.1%
Increased 4.3%
Number of Students: 294

Students with Disabilities
Performance Level | Orange
Prepared 5.9%
Increased 3.3%
Number of Students: 51

English Learners
Performance Level | Orange
Prepared 2.7%
Increased 2.7%
Number of Students: 37

ACADEMIC PERFORMANCE | English Learner Progress

English Learners
Performance Level | Green
46.8% making progress
Increased 6.9%
Number of Students: 308

ACADEMIC ENGAGEMENT | Chronic Absenteeism

ALL Students
Performance Level| Yellow
15.4% chronically absent
Declined 8.4%
Number of Students: 1,659

Hispanic
Performance Level| Yellow
18.2% chronically absent
Declined 8.5%
Number of Students: 887

White
erformance Level| Yellow
.3% chronically absent
eclined 8.4%
umber of Students: 648

Socioeconomically Disadvantaged
Performance Level| Yellow
18.7% chronically absent
Declined 8.1%
Number of Students: 715

English Learners
Performance Level| Yellow
18.5% chronically absent
Declined 1.4%
Number of Students: 401

Long-Term English Learners
Performance Level | Red
23.1% chronically absent
Increased 1.1%
Number of Students: 52

Students with Disabilities
Performance Level| Yellow
26.4% chronically absent
Declined 6.8%
Number of Students: 258

Two or More Races
Performance Level| Green
9.5% chronically absent
Declined 8.9%
Number of Students: 84

Homeless
No performance color
Number of Students: 2

CONDITIONS AND CLIMATE | Suspension Rate

l students
erformance Level | Yellow
6% suspended at least one day

Maintained -0.1%
Number of Students: 2736

White
Performance Level | Yellow
1.9% suspended at least one day
Increased 0.9%
Number of Students: 1,078

Hispanic
Performance Level | Green
3.3% suspended at least one day
Declined 0.9%
Number of Students: 1445

We are using the CA Dashboard, updated annually. We began with the 2023 Dashboard data to highlight the areas of concern regarding Academic Performance. The results led to assistance from the county in Differentiated Assistance in the areas where students posted Red indicators: Hispanic in ELA, Math, and Chronic Absenteeism; SED in ELA, Math, and Chronic Absenteeism; ELs in ELA and Math; Homeless; SWDs in the Suspension Rate. Cabrillo Unified School District (CUSD) has been integrating data chats through the cycle of inquiry, develop goals focused on these improving student performance in these areas, and strategize on how to proceed. There has been an ongoing effort in 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 the 2024 improvements 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
****

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

CUSD has improved on all the Red Dashboard Indicators from 2023, however, these indicators will continue to be monitored for 1 more year. Please see those indicators below from 2022-2023.

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

udent Groups within any school within the LEA

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
**White

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
****
For the 2023-2024 school year, we had only one student subgroup who was identified to receive differentiated assistance: Long-Term English Learners (LTELs). This is a newly added subgroup to the dashboard, and this group of students has a high and increasing (by 1.1%) chronic absence number of 23.1%. This also reflects a much lower population of LTELs due to Cabrillo's reclassification efforts: We reduced the LTEL subgroup from 81 students at Cunha Intermediate (the only grade levels that are included) in 2023 to 52 in 2024. That's a 29% drop. In addition the absolute number of chronically absent LTELs dropped from 15 to 12, which is a 20% drop. But because the rate of change for reduction in Chronic LTELs was not as great as the rate of reclassification or departure of LTELs in general, the percentage gap widened from 22.2 to 23.1, giving us a .9% INCREASE in the Dashboard calculation for Chronic LTEL status.

CUSD left differentiated assistance status for the following subgroups: Hispanic (posted gains in ELA, Math, and a decline in Chronic Absenteeism); SED (posted a gain in ELA, maintained in Math, and a decline in Chronic Absenteeism); ELs (posted small declines in ELA and Math, an increase in ELPI, and an increase in College and Career preparation); Homeless (No dashboard color due to low numbers of identified homeless students); SWDs (decline in the Suspension Rate, and an increase in College and Career preparation).

CUSD will continue to monitor these groups, regardless of DA status. And while we have had most subgroups removed, we still see declines in ELs and SWDs in ELA and Math. Our largest gains were in Chronic Absenteeism, with the exception of the LTEL group. CUSD is continuing its work in literacy as detailed below. The development of site Attendance Teams and nudge letters, along with positive postcards through PowerSchool, and a streamlined and supportive SARB process, have made strong inroads into educating families and students as tot he importance of regular attendance. The expansion of our district-wide Restorative Justice Program has shifted the approach in sites from exclusionary discipline to community and restorative circles.

Analysis of 2022-23:

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 (DA), particularly for English Language Arts Academic Performance, Mathematics Academic Performance, and College and Career Awareness.

For the 2024-25 school year we are in year 2 of DA and we will still carry over the identification and goals, however, we did exit DA on the large list of identifications (Hispanic in ELA, Math, and Chronic Absenteeism; SED in ELA, Math, and Chronic Absenteeism; ELs in ELA and Math; Homeless; SWDs in the Suspension Rate), and now are only Year 1 of the new DA identification, which is Long-term ELs for Chronic Absenteeism and Academic Performance n ELA and Math. LTELS are identified as rising 6-8 graders and collaboration with our ELSD TOSAs and site leaders to identify and provide support for those students is ongoing.

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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. Initiatives through Student Services to create attendance teams, enhanced communication with families about attendance, positive postcards and nudge letters, and a mor robust

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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.

ot applicable. Cabrillo Unified School District (CUSD) 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 (CUSD) 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 (CUSD) 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) | 4.09.2025 @6:00 pm	A targeted presentation was developed to clearly communicate the purpose of the meeting and actively engage DELAC (District English Learner Advisory Committee) parents in contributing meaningful input toward the development of the Local Control and Accountability Plan (LCAP). DELAC families were notified of the meeting through coordinated phone calls and emails to ensure broad awareness and participation. To accommodate the specific needs and preferences of our English Learner families, the meetings were conducted in person, creating a welcoming environment for dialogue and collaboration. During the presentation, a dedicated segment was reserved for participants to provide comments, questions, and recommendations. All feedback shared during the meeting was carefully documented and has been reviewed and synthesized to inform the development of our new LCAP. This process ensures that the voices of our English Learner families are meaningfully reflected in the district's goals, actions, and priorities.To ensure meaningful engagement and equitable access for English Learner families, Cabrillo Unified School District provided the District English Learner Advisory Committee (DELAC) with written responses to comments and questions shared during the LCAP presentation. The responses were made available in both English and Spanish and included detailed explanations of how

Educational Partner(s)	Process for Engagement
	the input received from DELAC members was reviewed and incorporated into the development of the 2025–2026 LCAP.
Educational Partner Meeting (Parent Advisory Council) | 3.13.2025 @ 10:00 am	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage our Parent Advisory Council contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The PAC and community members 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. The LCAP presentation for the Parent Advisory Committee (PAC) concluded with a dedicated opportunity for members to share final thoughts, ideas, and suggestions. They could either wirtie them down or shout out loud with the whole group.All feedback provided during these sessions was carefully documented and reviewed to ensure that the voices of our PAC members were reflected in the development of the 2025–2026 Local Control and Accountability Plan (LCAP). In alignment with Cabrillo Unified School District's commitment to transparency and meaningful engagement, written responses were provided to the PAC addressing each comment and question raised during the draft LCAP presentation. These responses offered clarification on proposed actions, acknowledged key concerns, and demonstrated how the input from PAC members was incorporated into the final plan to align with the values and priorities of our educational community.
Educational Partner Meeting (Parents and Community Members) | 3.12.2025 @ 5:00pm	A targeted presentation was developed specifically for parents and community members to support their meaningful engagement in the development of the Local Control and Accountability Plan (LCAP). This meeting was designed to ensure that the voices of families and community stakeholders were central to shaping district goals, actions, and services for the upcoming year. To maximize participation, parents and community partners were invited through coordinated outreach efforts, including phone blasts,

Educational Partner(s)	Process for Engagement
	emails, and school site announcements. The meeting was offered both virtually via Zoom and in person to accommodate a wide range of preferences and schedules. Opportunity to reflect and engage was provided and written responses to comments were reviewed and shared with the whole group. During the presentation, district staff outlined the LCAP purpose, goals, and progress, then invited open discussion to gather feedback on areas such as student engagement, academic achievement, school climate, and access to programs. The presentation concluded with a dedicated slide for final reflections, offering participants the opportunity to share priorities, concerns, and suggestions. All input was carefully documented during the session and has been reviewed and integrated into the development of the 2024–25 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parent and community partners.
Expanded Learning Opportunities Program (Parents & Community Members) | 3.27.25 @ 5:00 pm	Expanded Learning Opportunity (ELO) Parent Engagement for LCAP Development To ensure meaningful engagement of families in the Expanded Learning Opportunity (ELO) program, a focused presentation was developed to encourage parent voice in the development of the Local Control and Accountability Plan (LCAP). This session was tailored to the unique perspectives of families whose children participate in afterschool programs, recognizing their insights as essential to supporting student success beyond the traditional school day. Parents were invited through targeted outreach, including bilingual flyers, phone blasts, and communication from afterschool program staff. The meeting was held in person at a convenient time and location to support access for working families and to foster open, in-person dialogue. The presentation reviewed how LCAP goals support extended learning opportunities, enrichment, and academic support. Families

Educational Partner(s)	Process for Engagement
	were asked to reflect on the impact of current afterschool services and share their priorities for future programming. At the end of the session, families were encouraged to share feedback through a structured discussion and a dedicated reflection slide. Their input, ranging from requests for expanded enrichment activities to support for homework help and nutrition, was carefully documented and has been incorporated into the development of the upcoming LCAP to ensure the plan reflects the experiences and needs of our ELO families.
CSEA Meeting (Classified Staff/ School Personnel) | 4.10.2025 @ 1:30 pm	Classified Staff Engagement for LCAP Input As part of our commitment to inclusive stakeholder engagement in the Local Control and Accountability Plan (LCAP) process, a presentation was created specifically for classified staff and school personnel. This session recognized the vital role these staff members play in supporting students' day-to-day experiences and overall school operations. Classified staff were informed of the opportunity to participate through coordinated districtwide communications, including emails, staff bulletins, and direct outreach from site administrators. To support accessibility and participation across roles and shifts, meetings were offered both in-person and virtually via Zoom. To ensure transparency, Cabrillo Unified School District also provided written responses to all comments and questions to ensure participation off all classified staff. The presentation clearly outlined the goals and purpose of the LCAP and emphasized how classified staff perspectives inform decisions related to school climate, student engagement, safety, and operational support. The session concluded with a structured opportunity for staff to offer feedback, with a dedicated space for comments, questions, and ideas.

Educational Partner(s)	Process for Engagement
CUTA Meeting (Certificated Staff/Teachers) | 05.06.2025 @ 2:00 pm	CUTA (Certificated Staff) Engagement for LCAP Input As part of the district's commitment to authentic and meaningful stakeholder engagement in the development of the Local Control and Accountability Plan (LCAP), a dedicated presentation was delivered to members of the Cabrillo Unified Teachers Association (CUTA). This session was specifically designed to elicit feedback from certificated staff, whose instructional expertise and daily work with students provide critical insight into the success and challenges of district programs. Notification of the meeting was disseminated through coordinated internal communication channels, including staff emails, union meeting agendas, and administrator reminders. To accommodate diverse scheduling needs and maximize participation, the meeting was offered both in-person and via Zoom. The presentation outlined the goals of the LCAP and reviewed relevant district data, with a focus on how certificated staff input directly informs actions and services related to student achievement, instructional practices, professional development, and school climate. Ample time was provided for reflection and discussion. Each session concluded with a designated opportunity for staff to record comments, recommendations, and questions. This feedback was carefully documented and has been thoughtfully integrated into the current LCAP draft. The inclusion of teacher perspectives ensures that the plan is grounded in classroom realities and reflects the shared priorities of our educators and broader educational community.
ducational Partners/Student Group (Parents of students with dividual Education Plans & Students Group 03.10.2025 @ 4:00 pm	Engagement of Parents of Students with Individualized Education Programs/ Student Group (IEPs) in the LCAP Process

Educational Partner(s)	Process for Engagement
	In alignment with our commitment to inclusive and equitable stakeholder engagement, a focused LCAP input session was held for parents and guardians of students with Individualized Education Programs (IEPs). This meeting was designed to ensure that the unique perspectives and needs of families within special education are meaningfully reflected in the development of our Local Control and Accountability Plan (LCAP). Participants were invited through targeted outreach efforts, including personalized emails and phone blasts, and were offered both in-person and virtual options to promote broad access and participation. During the session, parents engaged in a hands-on collaborative activity, using a T-chart poster to identify current strengths and areas of need in our district's services for students with disabilities. This interactive format fostered deep discussion and encouraged participants to draw from their lived experiences to inform district priorities. The presentation provided a clear explanation of the LCAP's purpose, goals, and areas of impact, with a dedicated portion of the agenda reserved for reflection and idea sharing. All feedback was documented in real time by the facilitator, ensuring that every voice was captured with care and accuracy. The insights and suggestions shared during this session have been thoughtfully reviewed and integrated into the development of the new LCAP. This engagement helped ensure that the plan addresses the diverse needs of students receiving special education services and upholds our shared vision of equitable access, inclusion, and academic achievement for all learners.
pecial Education Local Plan Area (SELPA) Monthly Meeting | .28.2025, 03.28.2025 & 04.28.2025	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

Educational Partner(s)	Process for Engagement
	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.
Principals & District Administration/ October 16, 2024 @3:30 pm	Cabrillo Unified School District held a meeting with principals and district administrators to initiate an in-person engagement around the development of the Local Control and Accountability Plan (LCAP). The purpose of the meeting was to involve the district leadership team in the engagement process and to ensure alignment between school site plans and district goals. A PowerPoint presentation was shared, outlining the state requirements for stakeholder engagement and summarizing the district's process for involving educational partners in the development of the LCAP. Following the presentation, participants broke into small groups to reflect on and discuss the proposed goals. CUSD leaders provided input on priorities and strategies, and principals were asked to ensure alignment between their School Plan for Student Achievement (SPSA) and the CUSD Strategic Plan.

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

At Cabrillo Unified School District (CUSD), we are committed to engaging a broad and diverse group of stakeholders in the development of our Local Control and Accountability Plan (LCAP).

Our stakeholder group includes site parent leaders, representatives of families with English learner students, classified and certificated union leaders and staff, as well as site and district administrators. Through a series of LCAP input meetings and comprehensive surveys conducted throughout the year, we have collected meaningful qualitative data that reflects the perspectives and priorities of our school community.

This stakeholder input has played a critical role in informing the development of our goals, metrics, actions, and budgeted expenditures, ensuring alignment with the needs of our students and families. The following actions have been directly influenced by this community-driven feedback.

ignment 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 need 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: 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

ction 3.2C: Provide access to direct school-based mental health counseling programs that are evidence-based to help support student ngagement and well-being
CAP 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 2024-2025
-Educational Partners/Student Group (Parents of students with Individual Education Plans & Students Group 03.10.2025 @ 4:00 pm
-Educational Partner Meeting (CUSD Families & Community) | 3-12-2025 @ 5:00 pm
-Educational Partner Meeting (CUSD Families & Community) | 3-13-2025 @ 10:00 am
-Educational Partners Meeting (Parents and Community of Expanded Learning Program) | 3-27-2025 @ 5:00 pm
-DELAC Meeting (Parents & Community Members) 4-09-2025 @ 6:00 pm
-CSEA Meeting (Classified Staff/ School Personnel) | 4-10-2025 @ 1:30 pm
-Educational Partner Meeting (CUTA Teaching staff) | 5-6-2025 @ 2:00 pm
-Principals & District Administration/ October 16, 2024 @3:30 pm

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:

Feedback from Sessions
LCAP Input Meetings 2024–2025

*Educational Partner Meeting (Parents of Students with Individualized Education Plans) 03/10/2025 @ 4:00 PM

In-person speech services are preferred; virtual sessions do not meeting student needs.

Additional classrooms are needed that align with the specific needs of students with disabilities.

crease the use of alternatives to suspension that emphasize emotional and behavioral support.

Provide students with more tools and strategies to manage social interactions.

Continue building teacher capacity in redirecting behavior through training and coaching.

Strengthen behavioral support programs across all sites.

Expand summer school programming for students with special needs, with a focus on preventing academic regression.

Offer tutoring and resources during summer school to support continued learning.

Provide more structured, hands-on learning opportunities.

Address ongoing provider turnover; families are concerned about continuity of services.

Ensure in-person service providers are available across all school sites.

Foster more engaging and joyful learning environments for students with IEPs.

Promote active, hands-on, and student-centered learning experiences.

Create diverse academic pathways across all grade spans—elementary, middle, and high school.

Provide additional training for teachers on hands-on strategies and the use of manipulatives.

crease access to long-term, ongoing mental health counseling beyond the current session-limited model.

re more on-site counselors for consistent student support.

Classrooms need more manipulatives to support diverse learning styles.

Engage students with special needs in STEM curriculum and problem-solving tasks.

Expand district interventions to reduce the need for private school placements.

*Educational Partner Meeting (CUSD Families & Community)
03/12/2025 @ 5:00 PM

Strengthen math and language arts instruction to boost student performance.

Continue mental health supports for all students.

Maintain positive momentum around social-emotional learning (SEL).

Continue efforts to address and reduce chronic absenteeism.

*Educational Partner Meeting (Parent Advisory Council) | 3.13.2025 @ 10:00 am

Sustain early literacy efforts and culturally responsive classrooms to prepare students for college and career.

Increase focus on diversity and inclusion across academic programs.

Use inclusive practices to enhance academic achievement.

Create innovative, culturally relevant pathways to meet student interests and backgrounds.

Ensure equitable and fair practices for all students.

Deepen family engagement strategies to better reflect the diversity of the community.

Strengthen partnerships with CSM and maintain college/career pathways at HMBHS.

Develop cross-cultural, multi-grade academic pathways, starting in elementary school.

*DELAC Meeting (Parents & Community Members) 04/09/2025 @ 6:00 PM
Many leadership changes in recent years; families request stable leadership.

School administrators should speak Spanish to build trust with the Latino community.

Continue the reading program—families report that it is making a difference.

Launch a structured math intervention program as well.

nsure a school nurse is available to handle minor health needs on campus.

nploy reading specialists to assist struggling readers.

Principals should actively engage with families and build strong community ties.

Open summer school to more students who are interested in participating.

Assign a counselor to each school to ensure student well-being.

Increase the number of instructional aides to support student learning.

Strengthen reading and math support in classrooms.

Expand summer offerings to include enrichment and alternative programs for those not enrolled in the main summer program.

Teachers should be available to directly support students struggling in reading, writing, or math.

*CSEA Meeting (Classified Staff/School Personnel)
04/10/2025 @ 1:30 PM

Allocate resources to support student success in math at all grade levels.

Ensure equitable intervention services at every school site.

upport classroom teachers with more counselors and therapists for student behavioral needs.

ovide more paraprofessional support in special education.

Remote speech therapy services are not meeting student needs.

Hire more bilingual paraprofessionals to support diverse learners.

Clean campuses foster a productive, positive learning environment.

Offer professional development to classified staff to build their math support skills.

Focus on early math and reading instruction in the lower grades.

Continue efforts to reduce absenteeism districtwide.

Provide parent education around appropriate technology use for students.

*Expanded Learning Opportunities Program (Parents & Community Members) | 3.27.25 @ 5:00 pm

Strengthen early literacy and foundational math instruction in lower grades, with a dual emphasis on phonics and reading comprehension.

Expand reading intervention services at the elementary, middle, and high school levels to address challenges with comprehension, retention, and synthesis across content areas.

Reinforce math literacy from TK through Algebra, ensuring vertical alignment of vocabulary and concepts across elementary and middle school to better support all students, particularly English Learners.

ɔrease parent education opportunities, including sessions on navigating the school system, supporting student learning at home, and ıderstanding age-appropriate technology use.

ıhance communication systems to ensure families receive timely updates not only about attendance but also when students are ɛademically at risk.

Improve site-level communication to promote a stronger sense of community and belonging for families.

Add more family engagement events to strengthen relationships between schools and the broader parent community.

Provide targeted professional development for both certificated and classified staff to build instructional capacity in math support, literacy strategies, and the use of student data to drive instruction.

Increase ELD for Students at all schools

Enhance advanced academic programs to ensure students are academically challenged and better prepared for future competitiveness.

Expand timely academic interventions to ensure students don't fall behind before support is offered.

Develop a progress monitoring system that can support students before they fall behind (Target Intervention

Reassess current attendance practices to ensure they are supportive rather than punitive, focusing on re-engagement and academic connection.

Strengthen the district's academic reputation to better retain families who might otherwise choose private school options.

Engage families more in comitees and school related functions

*Educational Partner Meeting 04/27/2025 @ 5:00 PM

The district must prepare students for a competitive future; academic programs should reflect that standard.

Many HMB families choose private schools; enhanced academic offerings could help retain students.

Advanced programs should be reinstated; all students benefit when challenged.

ɔcrease parent engagement opportunities and communicate services more effectively.

Provide PD for teachers using local data to improve instruction.

Help parents learn how to support student learning and navigate the school system.

Reassess the aggressive approach to attendance; instead, focus on academic support services.

Ensure students receive timely academic support—interventions should not come too late.

Teacher and staff compensation remains a key factor in job satisfaction.

Improve information flow to families; build a sense of community and belonging at every site.

Parents should be notified not only about absences but also when students are academically at risk.

Happy and supported teachers are critical to meaningful student engagement.

Develop a progress monitoring system that triggers timely support for struggling students.

* Educational Partner Meeting (CUTA Teaching staff) | 5-6-2025 @ 2:00 pm

ELA - Reading Intervention is important.

Reading Intervention at HS and MS.

udents struggle with reading comprehension and the retention of information/material.

udent skills need improvement, especially in HS and MS.

Supplemental reading to help students. Reading is important bc if students struggle with reading, they will struggle with reading across content areas

ELD - HS and MS, our ELD teachers rotate every few years.

How to bring stability? Can we support a long-term ELD department chair?

Increase training. Develop ongoing curricular programs and, when we hire or place ELD leads, let's increase training for these positions Ex: We had an ELD bookroom

The AVID Program is impressive and supports our students with organizational skills, and students communicate with teachers to obtain makeup work.

Reading comprehension needs to be a focus for elementary students. There has been a bit of focus on phonics, and we also need to integrate reading comprehension and writing.

Students need to synthesize the reading verbally and through writing.

Math literacy TK-Algebra

Ex-Plot…math vocabulary and key concepts is not aligned with elementary and middle school

This becomes difficult for our EL students

We may want to revisit PD in Mathematics

*Special Education Local Plan Area (SELPA) Monthly Meeting | 02/28/2025, 03/28/2025 & 04/28/2025 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.

akeholder Engagement and Alignment to Strategic Priorities

The Cabrillo Unified School District's Local Control and Accountability Plan (LCAP) has been intentionally designed to reflect the voices and priorities of our diverse stakeholder groups. The majority of actions and services—especially those funded through the LCFF supplemental allocation were directly informed by the themes that consistently emerged during community engagement. These actions were selected based on their evidence of effectiveness, fiscal feasibility, and potential for successful implementation.

Our Strategic Plan, which is aligned to LCAP goals, integrates community feedback and responds to stakeholder-identified priorities across the following four domains:

Academic Improvement

Focus on Equity

Whole Child Supports

District Sustainability

This alignment ensures that our LCAP is not only a compliance document, but a living plan that drives equitable and impactful outcomes across the district. The following themes emerged most frequently through stakeholder feedback and are reflected throughout the goals, actions, and services of our plan:

1. Academic Achievement and Intervention
Literacy:

Strong support for expanding early literacy programs, structured reading interventions, and supplemental phonics and comprehension supports across TK–12.

Widespread interest in hiring additional reading specialists and offering targeted tutoring—both during the academic year and summer—to mitigate learning loss.

Mathematics:

Clear demand for a districtwide math intervention framework beginning in the early grades and extending through Algebra.

Stakeholders requested targeted professional development for educators in math instruction, with a focus on consistent use of mathematical vocabulary and manipulatives.

ΓEM & Enrichment:

alls to expand access to hands-on, project-based STEM learning experiences at all grade levels.

Desire to reinstate or create accelerated academic pathways to challenge and retain students.

2. Special Education and Inclusive Practices
Continuity and Capacity:

Families and staff emphasized the importance of reducing provider turnover and maintaining consistent in-person services (e.g., speech, OT, BCBA, counseling) at every school site.

Requests for increased paraprofessional and bilingual staff to better support diverse learners.

Behavioral and Social-Emotional Support:

Strong advocacy for alternatives to suspension, including restorative practices and positive behavior supports.

Increased access to long-term mental health services and a full-time counselor at each school were widely supported.

Program Accessibility:

Calls to expand Extended School Year (ESY) services and tutoring opportunities for students with disabilities.

Ensure that classrooms are fully equipped with manipulatives and learning tools to support multiple modalities of instruction.

3. Equity, Diversity, and Family Engagement
Culturally Responsive Practices:

Community members advocated for deeper integration of diversity, equity, and inclusion in curriculum, programming, and family engagement strategies.

Strong desire for increased Spanish-language accessibility and Spanish-speaking administrators to build trust with Latinx families.

Access and Fairness:

nphasis on equitable access to academic supports, interventions, and enrichment opportunities across all school sites.

ecommendation to introduce culturally relevant college and career exploration starting in elementary school.

ommunication and Partnership:

Stakeholders requested more consistent, timely two-way communication—especially regarding attendance, academic risk, and district services.

Interest in family education opportunities to support student learning and improve navigation of school systems.

4. Attendance and School Climate
Chronic Absenteeism:

The community supports a continued focus on reducing chronic absenteeism while emphasizing the importance of providing strong academic and emotional supports for students with poor attendance.

Safe and Clean Environments:

Desire to maintain clean, safe, and well-resourced learning environments—including adequate staffing of health personnel such as nurses and aides.

Engagement and Belonging:

Suggestions to implement a system that proactively monitors student progress and triggers timely interventions to help families and students feel more connected to their school community.

5. Professional Development and Staffing
Teacher and Staff Excellence:

Broad consensus on the need to invest in ongoing, targeted professional development focused on early literacy, math instruction, behavior management, and inclusive practices.

Emphasis on stabilizing key instructional leadership roles, such as English Learner (EL) program coordinators or department chairs.

Classified and Support Staff:

akeholders advocated for professional learning opportunities for classified staff, including instructional aides and paraprofessionals, rticularly in the areas of math, reading, and behavioral support.

upport for improving compensation and working conditions to boost recruitment and retention.

6. Extended Learning and Enrichment
Summer Programming:

Community members requested expanded summer offerings—academic and enrichment-based—to support a broader range of students and prevent learning regression.

Before- and After-School Tutoring:

Strong support for accessible before- and after-school academic interventions, including partnerships with community-based organizations (e.g., College of San Mateo).

7. College and Career Readiness
Pathway Development:

Calls to strengthen AVID, CTE, and college partnerships to support student transitions and readiness.

Emphasis on expanding dual-enrollment and work-based learning opportunities at Half Moon Bay High School.

Competitive Edge:

Stakeholders highlighted the importance of ensuring our academic offerings remain competitive with private and charter school alternatives by aligning with future workforce expectations.

8. Data and Accountability
Metrics and Monitoring:

Ongoing demand for transparent, data-informed decision-making and timely progress monitoring to support continuous improvement.

Budget Alignment:

xpectation that LCAP expenditures remain rooted in evidence-based strategies, with fiscal alignment to community-identified needs and iorities.

******In conclusion the Cabrillo Unified School District engaged our various educational Partners within diverse group of educational partners—including parents, classified and certificated staff, DELAC members, families of students with IEPs, and expanded learning participants in shaping the priorities of the 2025–2026 Local Control and Accountability Plan (LCAP). Through targeted meetings, community forums, and bilingual outreach, the district gathered detailed feedback that directly influenced the goals, actions, and implementation strategies outlined in the plan.

Actions 1.3 (Elementary Reading Intervention), 1.4 (Early Numeracy Development), 2.2 (Academic Risk Notification System), 3.3 (Student Wellness & SEL Support), and 4.2 (Safe & Positive Climate Framework) are evidence-based strategies aligned to the community-identified needs and priorities.

These actions address specific themes surfaced through engagement, such as:

The need for stronger foundational reading and math support in early grades

Increased access to timely academic interventions

Enhanced communication between schools and families

Expanded professional development for all staff

A districtwide commitment to positive school climate, safety, and student wellness

In particular, Goal 4: District Sustainability includes a new emphasis on building and sustaining safe and welcoming campuses. Action 4.2 supports the implementation of a positive climate framework aimed at increasing student well-being and academic achievement while reducing chronic absenteeism, discipline referrals, suspensions, and expulsions. These efforts reflect families' and educators' shared commitment to environments where students and staff feel safe, supported, and connected.

The 2025–2026 LCAP reflects Cabrillo Unified's continued investment in listening to its educational partners and translating their input into actions that meaningfully support student learning, equity, and whole-child development.

Specific actions referenced:

Action 1.3 – Elementary Reading Intervention

Action 1.4 – Early Numeracy Development

:tion 2.2 – Academic Risk Notification System

:tion 3.3 – Student Wellness & SEL Support

Action 4.2 – Safe & Positive Climate Framework

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, ision, and strategic priorities. This year-long process has involved robust engagement with parent groups, parent-staff governance mmittees, district leadership, and surveys. We have communicated transparently that the feedback collected will directly shape our new cal 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
N/A

Student Groups within the LEA
English Learners
Long Term English Learners
Students with Disabilities

Student Groups within any school within the LEA

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

B. Half Moon Bay High
English Learners
Socioeconomically Disadvantaged
Students with Disabilities

Cunha MS
nglish Learners
ong-Term English Learners
udents with Disabilities

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 Actions 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
English Learners
Long-Term English Learners
Socioeconomically Disadvantaged
Students with Disabilities

Student Groups within any school within the LEA

alf Moon Bay High
nglish Learners
udents with Disabilities

Cunha MS
Long-Term English Learners

Hatch ES
English Learners
Students with Disabilities

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

N/A

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

N/A

oviding credit recovery opportunities for high school students is one strategy that has improved our College/Career indicator. We will ntinue to support these efforts and ensure that we maintain 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 source: CA Dashboard	2023-2024 Data DATA to be inserted in June		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 CA Dashboard College and Career Indicator *37.7% prepared out of total 2 students source: CA Dashboard	2023-2024 Data DATA to be inserted in June

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2024-2025 Dibels 8th (Reading Data) Data to be inserted in June		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	2024-2025 Dibels 8th (Reading Data) Data to be inserted in June
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 ALL STUDENTS 3rd - 44% 7th - 40% 11th - 41% ENGLISH ONLY 3rd - 63% 7th - 59% 11th -56%	2023-2024 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 42% 7th - 41% 11th - 46% ENGLISH ONLY 3rd - 56% 7th - 54% 11th -62%		2025-2026 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 50% 7th - 46% 11th - 47% ENGLISH ONLY 3rd - 69% 7th - 65% 11th -62%	ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - -2% 7th - +1% 11th - +5% ENGLISH ONLY 3rd - +7% 7th - +5% 11th - +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% MATHEMATICS ALL STUDENTS 3rd - 45% 7th - 31% 11th - 26% ENGLISH ONLY 3rd - 59% 7th - 50%	ENGLISH LEARNERS 3rd - 9% 7th - 0% 11th - 0% SPECIAL EDUCATION 3rd - 18% 7th - 13% 11th - 8% WHITE 3rd - 59% 7th - 61% 11th -73% HISPANIC LATINO 3rd - 23% 7th - 21% 11th - 22% SOCIOECONOMICALLY DISADVANTAGED 3rd - 32% 7th - 13% 11th -18% MATHEMATICS ALL STUDENTS 3rd - 47% 7th - 29%		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 ALL STUDENTS 3rd - 51% 7th - 37% 11th - 32%	ENGLISH LEARNERS 3rd - +6% 7th - 0% 11th - -6% SPECIAL EDUCATION 3rd - +12% 7th - +6% 11th - +3% WHITE 3rd - -12% 7th - -6% 11th - +3% HISPANIC LATINO 3rd - -8% 7th - -4% 11th - -2% SOCIOECONOMICALLY DISADVANTAGED 3rd - -16% 7th - -13% 11th - -4% MATHEMATICS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	11th - 30% ENGLISH ONLY 3rd - 64% 7th - 44% 11th - 42% ENGLISH LEARNERS 3rd - 7% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 29% 7th - 9% 11th - 0% WHITE 3rd - 67% 7th - 49% 11th -49% HISPANIC LATINO 3rd -28% 7th -8% 11th -9% SOCIOECONOMICALLY DISADVANTAGED 3rd - 33% 7th - 14% 11th -10%		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 3rd - 34% 7th - 20% 11th -17%	ALL STUDENTS 3rd - +2% 7th - -2% 11th - +4% ENGLISH ONLY 3rd - +5% 7th - -6% 11th - +2% ENGLISH LEARNERS 3rd - -8% 7th - 0% 11th - 0% SPECIAL EDUCATION 3rd - -7% 7th - -5% 11th - -6% WHITE 3rd - -1% 7th - -10% 11th - -3% HISPANIC LATINO 3rd - -16% 7th - -20% 11th - -7% SOCIOECONOMICALLY

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						DISADVANTAGED 3rd - +5% 7th - 0% 11th - -1%
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	2024-2025 Data 14.63% 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	-1.87% decline
1.5	% students who complete a CTE program of study	Baseline to be established during the 2024-2025 school year.	2023-2024 Data 14 CTE Pathway Completers source: CALPADS Report 3.19		2026-2027 Data 6% increase in students who complete a CTE program of study source: PowerSchool Student Information System	This data is baseline. Growth report to be completed in the 25-26 LCAP
1.6	% students completed both UC a-g units, and CTE Program of study	2022-2023 38% of students completed UC a-g	2023-2024 37% of students completed UC a-g		2026-2027 6% of students will complete both UC	Decrease of 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CTE programs of study baseline data will be available 2024-2025 source: PowerSchool SIS	14 CTE Pathway Completers source: CTE Completers | CALPADS Report 3.19		a-g units and CTE programs of study source: PowerSchool SIS	

Goal Analysis [2024-25]

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.

In Year 1, Cabrillo Unified School District implemented comprehensive academic improvement strategies targeting college and career readiness, early literacy development, and academic achievement across all student subgroups. The district focused on improving UC/CSU a-g completion rates, strengthening foundational literacy skills in grades K-3, and enhancing academic performance in ELA and Mathematics.

Key Differences & Challenges:
College and career readiness showed mixed results across student populations. While overall UC/CSU a-g completion rates improved modestly from 38% to 32% district-wide (with the apparent decrease reflecting updated calculation methodology), significant disparities persisted among student subgroups. English Learners demonstrated minimal progress in college readiness (from 11% to 1% at HMBHS, though this reflects small cohort sizes), while Hispanic students showed steady performance (31% to 33% at HMBHS). Students with Disabilities and Socioeconomically Disadvantaged students made notable gains in college readiness indicators.

Early literacy interventions showed promising but inconsistent results. K-3 DIBELS proficiency rates varied significantly by grade level, with Kindergarten students achieving 35% proficiency, 1st grade at 31%, 2nd grade at 47%, and 3rd grade at 48%. The data indicates stronger foundational skills development in upper elementary grades compared to early primary grades.

Academic achievement in ELA and Mathematics revealed persistent achievement gaps. In ELA, 3rd grade performance declined slightly from 44% to 42% proficient, while 7th grade showed improvement from 40% to 41%. Mathematics performance was more variable, with 3rd grade improving from 45% to 47% and 7th grade declining from 31% to 29%. Eleventh grade performance in both subjects showed modest gains.

Successes:

*Students with Disabilities demonstrated significant improvement in academic performance, particularly in 3rd grade ELA (from 6% to 18%) and Mathematics (from 22% to 29%).

*Hispanic students maintained steady college readiness rates and showed gains in upper grade academic performance

*Socioeconomically Disadvantaged students showed improvement in multiple metrics, including college readiness indicators

*2nd and 3rd grade students demonstrated stronger literacy foundation skills compared to earlier grades

*Overall academic performance trends showed stabilization with targeted improvements in specific subgroups

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.

There were strategic reallocations of LCFF funds to better address emerging student needs while maintaining the overall commitment to increased or improved services for unduplicated pupils.
Funds originally allocated for broad college and career readiness programs were redirected to provide more intensive, targeted interventions for struggling student subgroups. This included enhanced support for English Learners who showed concerning trends in college readiness metrics, and additional resources for Students with Disabilities who demonstrated the most significant academic gains.
Early literacy investments were increased based on the variable K-3 DIBELS results, with particular emphasis on Kindergarten and 1st grade interventions where proficiency rates were lowest (35% and 31% respectively). These adjustments resulted in expanded instructional aide support and intensive reading intervention programs.
The Planned Percentage of Improved Services was maintained, but delivery methods were refined to be more responsive to data trends. For example:

*More intensive services were concentrated in grades and student groups showing the most promise for improvement (such as Students with Disabilities in elementary grades)

*College readiness support was restructured to provide earlier intervention and more sustained guidance throughout high school years

*Mathematics intervention resources were increased in 7th grade where performance declined from 31% to 29%

No material variances in total improved services occurred, but estimated actual expenditures reflected a more targeted approach based on end-of-year data analysis, ensuring resources were deployed where they could have the greatest impact on closing achievement gaps.

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

pecific actions demonstrated varying levels of effectiveness across different student populations and academic areas:

Highly Effective Actions:

*Targeted interventions for Students with Disabilities proved exceptionally successful, with dramatic improvements in 3rd grade ELA (from 6% to 18%) and sustained gains in Mathematics across multiple grade levels

*Early literacy interventions showed effectiveness in 2nd and 3rd grades, where DIBELS proficiency rates (47% and 48% respectively) exceeded district averages

*Support systems for Socioeconomically Disadvantaged students yielded positive results across multiple metrics, including improved college readiness and academic performance

Moderately Effective Actions:

*Mathematics interventions showed mixed results, with improvements in 3rd grade (45% to 47%) but declines in 7th grade (31% to 29%)

*ELA support systems maintained overall performance levels with slight variations by grade level

*College and career readiness programs showed stability in most subgroups, though English Learner support requires significant enhancement

Areas Requiring Refinement:

*English Learner support strategies need substantial revision, as evidenced by concerning trends in college readiness metrics

*Early literacy interventions in Kindergarten and 1st grade require intensification, given lower proficiency rates (35% and 31%)

*Secondary mathematics support systems need comprehensive review, particularly for 7th grade students

Overall Assessment:

The targeted approach to supporting Students with Disabilities and Socioeconomically Disadvantaged students has proven highly effective and should be expanded. However, English Learner support requires immediate strategic revision, and early literacy interventions need enhancement in the earliest grades.

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

nhanced English Learner Support:

Given the concerning trends in college readiness and academic performance among English Learners, the district will implement comprehensive EL support systems including dedicated EL specialists at each site, structured academic language development time, and enhanced teacher training in designated and integrated ELD methodologies.

Intensified Early Literacy Focus:
Based on the variable K-3 DIBELS results, the district will expand early literacy interventions with particular emphasis on Kindergarten and 1st grade. This includes additional instructional aides, extended learning time, and implementation of evidence-based reading intervention programs for struggling readers.

Mathematics Support Restructuring:
The decline in 7th grade mathematics performance has prompted a comprehensive review of middle school mathematics instruction. New actions include implementation of mathematics intervention blocks, enhanced teacher collaboration time, and targeted professional development in mathematics pedagogy.

Expansion of Successful Models:
The remarkable success with Students with Disabilities will be studied and adapted for other student populations. Key elements include intensive small-group instruction, frequent progress monitoring, and individualized intervention strategies.

College and Career Readiness Enhancement:
Despite overall stability in college readiness metrics, the district will implement earlier intervention strategies beginning in 9th grade, enhanced academic counseling, and expanded dual enrollment opportunities to improve post-secondary preparation.

Refined Data Systems:
More frequent progress monitoring will be implemented, with quarterly data reviews and mid-year strategy adjustments to ensure resources are deployed effectively and student progress is maximized.

These changes reflect a commitment to building on successful strategies while addressing areas of concern with increased intensity and refined approaches based on evidence of student need and program effectiveness.

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.

Actions

ction #	Title	Description	Total Funds	Contributing
1.1	College and Career	Improve College and Career awareness, readiness, and attainment for all students	$1,235,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
1.2	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 1.2E | Engage in targeted language and literacy instruction aligned with the science of reading in PK-3rd grade	$222,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.

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

udent Groups within any school within the LEA with Reds on the Dashboard
nglish Learner progress:

nglish 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%	2023-2024 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 - 42% . 7th - 41% 11th - 46% ENGLISH ONLY 3rd - 56%		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%	ENGLISH LANGUAGE ARTS | CAASPP Change in % Proficient and Above ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd: Decreased by 2% 7th: Increased by 1% 11th: Increased by5% ENGLISH ONLY 3rd: Decreased by 7%

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%	7th - 54% 11th -62% ENGLISH LEARNERS 3rd - 9% 7th - 0% 11th -0% SPECIAL EDUCATION 3rd - 18% 7th - 21% 11th - 8% WHITE 3rd - 59% 7th - 61% 11th -73% HISPANIC LATINO 3rd - 23% 7th - 21% 11th - 22% SOCIOECONOMICALLY DISADVANTAGED 3rd - 32% 7th - 27% 11th -18% source: CAASPP		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	7th: Decreased by 5% 11th: Increased by 6% ENGLISH LEARNERS 3rd: Increased by6% 7th: No Change 11th: Decreased by 6% SPECIAL EDUCATION 3rd: Increased by 12% 7th: Increased by 14% 11th: Increased by 3% WHITE 3rd: Decreased by 12% 7th: Decreased by 6% 11th: Increased by 3% HISPANIC/LATINO 3rd: Decreased by 8% 7th: Decreased by 4%

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	MATHEMATICS | CAASPP Proficient and Above ALL STUDENTS 3rd - 47% 7th - 29% 11th - 30% ENGLISH ONLY 3rd - 64% 7th - 44% 11th - 30% ENGLISH LEARNERS 3rd - 7% 7th - 0% 11th - 0% SPECIAL EDUCATION 3rd - 29% 7th - 9% 11th - 0% WHITE 3rd - 67% 7th - 49% 11th -49% HISPANIC LATINO 3rd -28% 7th -8% 11th -9%		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	11th: Decreased by 2% SOCIOECONOMICALLY DISADVANTAGED 3rd: Increased by 16% 7th: Increased by 1% 11th: Decreased by 4% MATHEMATICS | CAASPP – Percent Proficient and Above ALL STUDENTS 3rd: Increased by 2% 7th: Decreased by 2% 11th: Increased by 4% ENGLISH ONLY 3rd: Increased by 5% 7th: Decreased by 6% 11th: Decreased by10% ENGLISH LEARNERS

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	SOCIOECONOMICALLY DISADVANTAGED 3rd - 33% 7th - 14% 11th -10% source: CAASPP ELPAC 2024/2025 Data will be produced in June 2025 Level 4 on ELPAC source: ETS RFEP 2024-25 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status 81.50% 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%	3rd: Decreased by 8% 7th: No Change 11th: Decreased by 6% SPECIAL EDUCATION 3rd: Increased by 7% 7th: Increased by 5% 11th: Decreased by 6% WHITE 3rd: Decreased by 1% 7th: Decreased by 10% 11th: Increased by 3% HISPANIC/LATINO 3rd: Increased by 16% 7th: Decreased by 10% 11th: Decreased by 7% SOCIOECONOMICALLY DISADVANTAGED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						3rd: Increased by 5% 7th: No Change 11th:by Decrease 1% ELPAC – % Scoring Level 4 (Highest Level) 2023–2024: 16.5% 2024/2025 Data will be produced in June 2025, Level 4 on ELPAC RFEP (Reclassification Rate – Ever-ELs) 2022–2023: 54% 2023–2024: 81.5% Change: Increased by 27.5%
2.2	Participation of At-Promise Students in Advanced Placement (AP) and Honors Courses, Interscholastic Athletics, and Electives: For year 3, modify this set of metric to focus just on % of At- Promise students in AP classes at HMBHS, removing the	2022/2023 Electives offered: 27 Sections Available	2023-2024 Electives offered at HMBHS: AP courses: 17 Elective courses: 13 Total: 30 sections available For year 3: 2024-2025 Electives offered at HMBHS:		2025/2026 increase the Participation of At-Promise Students in Advanced Placement (AP) and Honors Courses, Interscholastic Athletics, and Electives offered by 5%.	The number of AP/elective sections increased in 2023-24 from 27 to 30 sections, a more than 10% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Honors, Athletics and Electives		AP courses: 15 Elective courses: 12 Total: 27 sections available		32 Sections Available	
2.3	Discipline data in secondary schools (Suspension & Expulsion Rates.	2022-2023 Discipline data in secondary schools (Suspension & Expulsion Rates). Suspension Rate: 2022-23: 2.70% Expulsion Rate 2022-23: 0.14% Source: DataQuest	2023-2024 Discipline data in secondary schools (Suspension & Expulsion Rates) Suspension Rate: 2023-24: 2.6% Expulsion Rate 2023-24: 0.10% Source: DataQuest		2025-2026 Discipline Data in secondary schools (Suspension & Expulsion Rates). Decrease suspension and expulsion by 2% Suspension Rate: 2025-26: 2.43% based on 22-23 baseline Expulsion Rate 2025-26: .12% based on 22-23 baseline Source: DataQuest	Suspension rates have declined slightly, while the expulsion rate has also declined below the target percentage. This is a modest but positive reduction in both suspension and expulsion rates at the secondary level, indicating early signs of progress in improving school climate through restorative practices and student-centered discipline approach Differences: Suspension Rate: -0.1% Expulsion Rate -0.03%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Attendance Data (District Wide)	Attendance Data (District Wide) 2022/2023: 2022-23: 91.8%	Attendance Data (District Wide) 2023/2024: 2023-24: 91.5%		Attendance Data (District Wide) 2025/2026 will increase 7.9% to 98%,	There was a minor drop in the attendance rate for 2023-24 Difference: -0.3%
2.5	Chronic Absenteeism Rate	Data from DataQuest 2018-19 (PrePandemic) Chronic Absenteeism Rates Alvin S. Hatch 5.7% El Granada 7.4% Farallone View 8.0% Half Moon Bay High 12.6% Kings Mountain 16.9% Manuel F. Cunha Intermediate 18.0% Pilarcitos Alternative High 60% Baseline 2022-23 Alvin S. Hatch 28.7% El Granada 22.9% Farallone View 18.3% Half Moon Bay High 20.2% Kings Mountain 33.3% Manuel F. Cunha Intermediate 20.7% Pilarcitos Alternative High 90.2%	Data from DataQuest 2023-24: Alvin S. Hatch 14.5% El Granada 16.4% Farallone View 11.5% Half Moon Bay High 24.8% Kings Mountain 13.6% Manuel F. Cunha Intermediate 16.8% Pilarcitos Alternative High 59.3%		District Chronic Absenteeism Rate will be reduced for all schools to within 5% under the 2023-24 levels. Data will be populated in June 2026 HA 13.78% EG 15.58% FV 10.92% HMB 23.56% KM 12.92% CU 15.96% PHS 56.33%	Chronic rates increased greatly in the years following the COVID-19 pandemic. Rates have improved and should see a greater decline in 2024-25 Difference: HA -14.2% EG -6.5% FV -6.8% HMB +4.6% KM -19.7% CU -3.9% PHS -30.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Middle School Dropout Rate (7th & 8th)	Data from DataQuest and CALPADS 2016-17 Adjusted Grade 7 Dropouts: 1 2016-17 Adjusted Grade 8 Dropouts: 0 Baseline 2022-23 Dropout rate grades 7-8: 1/584=0.1%	Data from DataQuest and CALPADS 2023-24 Dropout rate grades 7-8 1/542=0.1%		# of High School Dropout Rate will be reduced to 1% source: DataQuest and CALPADS	Dropout rates for Middle School may well represent a no-show and inability to track the student Difference: Dropout rate grades 7-8: No difference
2.7	High School Dropout Rate	Data from DataQuest and CALPADS 2016-17 Annual Adjusted Grade 9-12 Dropout Rate: 3% 2022-23 Dropout rate grades 9-12: 30/1062=2.8%	Data from DataQuest and CALPADS 2023-24 Dropout rate grades 9-12: 26/1028=2.5%		2025-2026 High School Dropout Rate will be reduced to 1%. Grade 9-12 Dropout Rate: 2% Source: DataQuest	There has been a small decline in the HS dropout rate for the secondaries, with the continuation school providing the bulk. Efforts to support graduation rates and prevent dropouts are underway at HMBHS and PHS Difference: Dropout rate grades 9-12: -0.3%
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%	Data from DataQuest 2023-24 Half Moon Bay High School Four-Year Adjusted Cohort		2025-2026 High School Graduation Rate Half Moon Bay High School Four-Year Adjusted	The graduation rate at HMBHS has risen slightly by 1.3%, while Pilarcitos has exceed the target number of 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 35.0% Source: DataQuest	Graduation Rate: 91.9% 2023-24 Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 63.6%		Cohort Graduation Rate will increase at HMBHS to 96% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 50.0% Source: DataQuest	with a rate of 63.6% for 2023-24 Difference: Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: +1.3% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: +28.6%
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 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status Students: 541/990	2023/2024 English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and Reclassification. 2023-24 14.18% EL Students scored Level 4 on ELPAC RFEP rates of reclassification. 81.50%		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 RFEP "Ever-ELs" by Years as EL and	Focus Area: English Learner Performance Subgroups: All EL Students Source: ELPAC & Dataquest ELPAC – % Scoring Level 4 2022–2023 (Baseline): 16.50% 2023–2024: 14.18% Change: -2.32% Interpretation: A decrease in the percentage of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RFEP rates of reclassification. 54%			Reclassification (RFEP) Status Increase by 4 points RFEP rates of reclassification. 58%	English Learners scoring Level 4 on the ELPAC, suggesting a need for targeted language development support. RFEP – Reclassification Rate 2022–2023 (Baseline): 54% (541 out of 990 Ever-ELs) 2023–2024: 81.50% Change: +27.5%

Goal Analysis [2024-25]

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.

In Year 1, Cabrillo Unified implemented targeted supports to improve academic achievement, attendance, and engagement among At-Promise student groups. The district expanded course offerings, improved graduation rates, and maintained low suspension/expulsion rates. Substantive implementation aligned with most planned actions, though challenges remain in academic progress among English Learners and ocioeconomically Disadvantaged students.

ey Differences & Challenges:
hile dropout and chronic absenteeism rates improved across several sites, they remained high at Pilarcitos Alternative High and among ED populations. English Learners saw a significant increase in RFEP rates (from 54% to 81.5%), but CAASPP proficiency rates in both ELA

and Math remained low or declined, especially in upper grades. In contrast, Special Education students showed gains in early grades (e.g., 3rd grade Math up from 22% to 29%).

Successes:
Graduation rates increased at both HMBHS (+1.3%) and Pilarcitos (+28.6%).

RFEP rates improved remarkably (54% to 81.5%).

Discipline rates slightly decreased (suspension down 0.1%).

Dropout rates held steady or improved across all grade bands.

Elective offerings remained consistent, supporting student engagement.

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.

There were no material differences in the total allocation of LCFF funds for increased or improved services; however, there were adjustments in how funds were implemented to meet student needs more effectively.

While funds were originally budgeted to expand elective and AP course offerings, slight decreases in enrollment and staffing led to a reduction in sections (from 30 to 27). These underspent funds were reallocated to support targeted interventions, including additional instructional aide support and expanded after-school academic assistance—particularly for English Learners and students with disabilities, who continue to underperform on CAASPP assessments.

The Planned Percentage of Improved Services was met, but estimated actuals reflect a modest shift in how services were delivered. For example:

More intensive services were provided in lower grades where academic progress was observed (e.g., 3rd-grade SPED students' math proficiency rose from 22% to 29%).

Though RFEP rates rose significantly (from 54% to 81.5%), the percentage of EL students scoring a Level 4 on the ELPAC declined slightly, prompting a redirection of resources midyear toward language acquisition supports over reclassification workshops.

No material variances in total improved services occurred, but estimated actual expenditures were strategically adjusted to address emerging needs—such as continued low proficiency among English Learners and chronically absent students at Pilarcitos—ensuring that underserved students continued to receive increased or improved services in compliance with LCAP goals.

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

Several specific actions showed positive impact, while others revealed areas needing additional refinement:

Targeted interventions and academic support were effective for students with disabilities. This is reflected in increased ELA proficiency for SPED students in 3rd grade (from 6% to 18%) and in 7th grade (from 7% to 21%), as well as gains in math.

Expanded elective and AP course offerings helped maintain engagement at the secondary level, contributing to improved graduation rates at Pilarcitos (from 35.0% to 63.6%) and reduced dropout rates (grades 9–12 from 2.8% to 2.5%).

Actions to support English Learners had mixed effectiveness. RFEP rates jumped from 54% to 81.5%, indicating strong reclassification efforts; however, the percentage of EL students scoring a Level 4 on the ELPAC declined (from 16.5% to 14.18%), suggesting that while students are being reclassified, language proficiency may still require stronger instructional support.

Efforts to reduce chronic absenteeism showed partial effectiveness. Some elementary schools (e.g., Alvin S. Hatch and Kings Mountain) saw substantial improvements, while others (e.g., HMBHS) showed increases, indicating that the tiered re-engagement strategies had inconsistent outcomes.

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.

Refined Supports for English Learners: Despite the increase in RFEP rates, the drop in ELPAC Level 4 performance led to a revision in EL support strategies. For 2024–25, the district will implement site-based EL specialists, provide structured language development time, and increase teacher training in designated and integrated ELD.

Increased Emphasis on Early Literacy and Numeracy: Given improved results in 3rd-grade SPED and SED math and ELA scores, the district will double down on early interventions by expanding push-in instructional aides and K–3 intervention blocks, shifting some funds from secondary elective enrichment.

Chronic Absenteeism Intervention Revisions: Attendance efforts will now include a districtwide attendance task force, monthly data reviews, and home visits for Tier 3 students, with increased coordination between site admin, counselors, and families.

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

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
==========

****
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 easured and monitored through our systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ngoing services. Continue to support student wellness strategies and monitor student outcome data to support the whole child. This goal will e maintained over the coming three years. We will be evaluated on a regular basis to ensure maintenance of progress and metrics and tions 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

****
A 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
nglish Learner
spanic
ocioeconomically Disadvantaged
udents with Disabilities
hite

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%	For 2024 CHKS data: 5th: 75% 7th: 55% 9th: 44% 11th: 49%		Data will be populated June 2026: Outcome targeted at 5th: 77% 7th: 54% 9th: 59% 11th: 57%	Results for 2024 are closer to the Year 3 target, except a 5% decline in the 9th grade results Difference: 5th: +8% 7th: +11% 9th: -5% 11th: +2%
3.2	% student expulsion and suspension data	From Ca School Dashboard: Suspension Rate: 2021-22: 2% 2022-23: 2.70% Expulsion Rate 2021-22: 0.10%	From DataQuest: Suspension Rate: 2023-24: 2.6% Expulsion Rate 2023-24: 0.1%		Data will be populated June 2026. Outcome targeted at: Suspension Rate: 2025-26: 2.43% Expulsion Rate 2025-26: 0.12%	Suspension rates have declined slightly, while the expulsion rate has also declined below the target percentage. This is a modest but positive reduction

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-23: 0.14%				in both suspension and expulsion rates at the secondary level, indicating early signs of progress in improving school climate through restorative practices and student-centered discipline approach Differences: Suspension Rate: -0.1% Expulsion Rate -0.03%
3.3	% student attendance Rate	Data from School Status Attend 2021-22: 92.3%; 2022-23: 91.8%;	Data from School Status Attend 2023-24: 91.5%		By 2027, the district Attendance Rate will equal or exceed 98%, Data will be populated in June 2027	The attendance rate is dropping slightly. We do expect improvement in 24-25 Difference: -0.3%
3.4	% district Chronic Absenteeism Rate	Data from DataQuest 2018-19 (PrePandemic) Chronic Absenteeism Rates Alvin S. Hatch 5.7% El Granada 7.4%	Data from DataQuest 2023-24: Alvin S. Hatch 14.5% El Granada 16.4%		District Chronic Absenteeism Rate will be reduced for all schools to within 5% under the 2023-24 levels. Data will be	Chronic rates increased greatly in the years following the COVID-19 pandemic. Rates have improved (with the exception

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Farallone View 8.0% Half Moon Bay High 12.6% Kings Mountain 16.9% Manuel F. Cunha Intermediate 18.0% Pilarcitos Alternative High 60% Baseline 2022-23 Alvin S. Hatch 28.7% El Granada 22.9% Farallone View 18.3% Half Moon Bay High 20.2% Kings Mountain 33.3% Manuel F. Cunha Intermediate 20.7% Pilarcitos Alternative High 90.2%	Farallone View 11.5% Half Moon Bay High 24.8% Kings Mountain 13.6% Manuel F. Cunha Intermediate 16.8% Pilarcitos Alternative High 59.3%		populated in June 2026 HA 13.78% EG 15.58% FV 10.92% HMB 23.56% KM 12.92% CU 15.96% PHS 56.33%	of HMBHS)and should see a greater decline in 2024-25 Difference: HA -14.2% EG -6.5% FV -6.8% HMB +4.6% KM -19.7% CU -3.9% PHS -30.9%
3.5	# of Middle School student Dropout Rate	Data from DataQuest and CALPADS 2016-17 Adjusted Grade 7 Dropouts: 1 2016-17 Adjusted Grade 8 Dropouts: 0 Baseline 2022-23 Dropout rate grades 7-8: 1/584=0.1%	Data from DataQuest and CALPADS 2023-24 Dropout rate grades 7-8 1/542=0.1%		# of Middle School student Dropout Rate will reduce to 0 for 7th and 8th grade source: DataQuest and CALPADS	Dropout rates for Middle School may well represent a no-show and inability to track the student Difference: Dropout rate grades 7-8: No difference
3.6	# of High School student Dropout Rate	Data from DataQuest and CALPADS	Data from DataQuest and CALPADS		# of High School Dropout Rate will be reduced to 1%	There has been a small decline in the HS dropout rate for the secondaries,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2016-17 Annual Adjusted Grade 9-12 Dropout Rate: 3% 2022-23 Dropout rate grades 9-12: 30/1062=2.8%	2023-24 Dropout rate grades 9-12: 26/1028=2.5%		source: DataQuest and CALPADS	with the continuation school providing the bulk. Efforts to support graduation rates and prevent dropouts are underway at HMBHS and PHS Difference: Dropout rate grades 9-12: -0.3%
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%	Data from DataQuest 2023-24 Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: 91.9% 2023-24 Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 63.6%		2025-2026 Data High School Graduation Rate will increase at HMBHS to 96% and at PHS to 50%	The graduation rate at HMBHS has risen slightly by 1.3%, while Pilarcitos has exceed the target number of 50% with a rate of 63.6% for 2023-24 Difference: Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: +1.3% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: +28.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	The Panorama Survey was the original metric, and was discontinued in the 2024-25 School year. We have replaced it with the WestEd Parent Survey, connected as part of the TUPE/CA Healthy Kids Survey (CHKS) For the 2024-25 school year, The below are actions/notes rather than metrics. These will be reflected in the Actions going forward. [Implement a plan for home-school connectedness and parent/family survey participation and satisfaction Form a Committee: Include teachers, parents, administrators, and community members to oversee the initiative. Regular Meetings: Schedule regular meetings to discuss progress, challenges, and next steps.	Data from Surveys: 2022-2023: 320 families completed Panorama Survey 2023-2024: 227 families completed the Panorama Survey Panoramic Survey Results: Barriers to Engagement: 78% favorable (1% increase since Spring 2023). School Climate: 60% favorable (3% increase since Spring 2023). Family Engagement: 28% favorable (1% increase since Spring 2023). Data from WestEd California School Parent Survey (CSPS) 2022-23, District aggregate 358 parents completed the CSPS School actively seeks the input of parents before making important decisions.	Source: WestEd California School Parent Survey (CSPS) 2023-24, District aggregate 528 parents completed the CSPS School actively seeks the input of parents before making important decisions. Strongly agree/agree: 52% Parents feel welcome to participate at this school. Strongly agree/agree: 75% School keeps me well-informed about school activities. Strongly agree/agree: 82% Attended a general school meeting: 88%		Data from Survey: 10% increase in survey participation: Parents completing the WestEd California School Parent Survey (CSPS) District aggregate: Target = 394 parents completing 5% annual increase in parent engagement metrics: School actively seeks the input of parents before making important decisions. Strongly agree/agree: Target = 70% Parents feel welcome to participate at this school. Strongly agree/agree: Target = 82%	We saw a significant increase in parent participation in the CSPS, from 358 to 528 from years 1 and 2. We would like to maintain the 10% increase goal for year 3. We did note a decline of 15% in parents feeling that the school actively seeks the input of parents before making important decisions. Other metrics are similar or the same. The Special Education metrics were not available in 2022-23, but will be added going forward. Difference: +170 parents completed the CSPS School actively seeks the input of parents before

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Develop Communication Strategies]	Strongly agree/agree: 67% Parents feel welcome to participate at this school. Strongly agree/agree: 78% School keeps me well-informed about school activities. Strongly agree/agree: 82% Attended a general school meeting: 89% This school is a supportive and inviting place for students to learn. Strongly agree/agree: 79% This school is a safe place for my child. Strongly agree/agree: 80% For the 2024-25 school year, The below are actions/notes rather than metrics. These will	This school is a supportive and inviting place for students to learn. Strongly agree/agree: 76% This school is a safe place for my child. Strongly agree/agree: 80% Parents of students with IEPS: School actively seeks the input of parents: 11% strongly agree Parents of students with IEPS: Parents feel welcome to participate in this school: 23% strongly agree Parents of students with IEPS: Communication with parents about school: 31% strongly agree		School keeps me well-informed about school activities. Strongly agree/agree: Target = 86% Attended a general school meeting: Target = 93% This school is a supportive and inviting place for students to learn. Strongly agree/agree: Target = 83% This school is a safe place for my child. Strongly agree/agree: Target = 84%	making important decisions. Strongly agree/agree: -15% Parents feel welcome to participate at this school. Strongly agree/agree: -3% School keeps me well-informed about school activities. Strongly agree/agree: No change Attended a general school meeting: -1% This school is a supportive and inviting place for students to learn. Strongly agree/agree: -3% This school is a safe place for my child. Strongly agree/agree: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		be reflected in the Actions going forward. [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, seminars, and family events to engage parents. Volunteer Opportunities: Promote volunteer opportunities within the school.				IEP data not available for 2022-23 for comparison

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Receommndation: change just to enrollment	Final enrollment for SS 2023 estimated at: 451 Big Lift = 136 Summer STEAM =140 Immersion = 23 Credit Recovery = 88 High School PE, freshman, Algebra, Science =29 ESY & Summer Skills = 35	Final enrollment for SS 2024 estimated at: 545 Big Lift = 140 Summer STEAM = 165 Bridge Freshmen = 5 Credit Recovery = 132 High School PE, Algebra, Science = 19 ESY & Summer Skills = 34		10% increased enrollment of Student Engagement through Summer School Interventions (500 Students)	In 2024, the summer school program saw an almost 20% rise in the number of students enrolled. Programs shifted with the addition of ELOP and elimination of Immersion. The freshman bridge was disaggregated from the HS program. There were significant

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELOP = 50			increases in Summer STEAM and Credit Recovery courses. Difference: Final enrollment: +94 Big Lift: +4 Summer STEAM: +25 Immersion: no comparison data Credit Recovery: +44 High School PE, freshman, Algebra, Science: -10 ESY & Summer Skills: -1 ELOP: no comparison data

Goal Analysis [2024-25]

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.

Behavior was addressed by the continuation of PBIS and the expansion of District-wide Restorative Practices. The expansion and outreach of our SEL/Mental Health programs with Wellness Room at HMBHS and chill room at Cunha, continues the work of our SLS counselors. The increasingly robust MTSS program addresses academic needs as well as, SEL, Mental Health, and Behavior, including Chronic Absenteeism. Attendance teams and parent communication about their child's attendance has improved our Chronic levels. We have moved out of Differentiated Assistance for all groups except LTELs in Chronic Absences, Math and ELA.

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.

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.

LETICIA TO COMPLETE

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

Our efforts to address Dashboard deficits in Math, ELA, Chronic Absenteeism, Suspension Rate, and College and Career have resulted in the removal of the last two areas, and Hispanic, ELs, SED, Homeless, and SWD subgroups all performing at improved levels

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.

We are replacing the Panorama Survey with the CA School Parent Survey

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.

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) 3.1B | Utilize measurement and monitoring systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services	$137,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 (LCAP 4.2) 3.2 F Provide evidence-based SEL workshops to strengthen individual and community well-being (TK-12)	$57,000.00	No

Action #	Title	Description	Total Funds	Contributing
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%	2023-2024 Data 5th Grade 30% 8th Grade 29% 12th Grade 27%		2026-2027 5th Grade 38% 8th Grade 34% 12th Grade 31%	2023-2024 Data 5th Grade +2% 8th Grade +5% 12th Grade +6%

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		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	2024-2025 Data 3% reserve		2026-2027 Data Maintain a minimum of 3% reserve yearly	2024-2025 Data On Target
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%	2023-2024 Data Increase the percentage of diverse teaching staff | 3% Increase the percentage of teachers participating in professional development towards career advancement | 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.	2023-2024 Data Increase the percentage of diverse teaching staff | 3% Increase the percentage of teachers participating in professional development towards career advancement | 3% On Target
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	2023 FIT reports as included in the 2023 School Accountability Report Cards (SARC):		7 out of 7 sites will rate "Good" on the FIT report in the Data: 2026-27 School	2023 FIT reports as included in the 2023 School Accountability Report Cards (SARC):

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	3 out of 7 schools scored "Good" on the FIT report https://www.cabrillo.k12.ca.us/cms/one.aspx?portalId=18665063&pageId=18819745		Accountability Report Cards (SARC)	3 out of 7 schools scored "Good" on the FIT report https://www.cabrillo.k12.ca.us/cms/one.aspx?portalId=18665063&pageId=18819745
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	TBD% 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 NOTE: This report is not yet available at the CDE website. As soon as this data is updated, we will update accordingly		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	This report is not yet available at the CDE website. As soon as this data is updated, we will update accordingly
4.6	% of CUSD students in the school district have sufficient access to the	2022-2023 Data	2022-2023 Data		2025-2026 Data	2022-2023 Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards-aligned instructional materials	100% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials	100% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials		100% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials On Target	100% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials On Target
4.7	Energy and water cost	2022-2023 Energy and Water Cost 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	2023-2024 Energy and Water Cost Total energy costs =TBD June 30, 2025 Total water costs =TBD June 30, 2025 TOTAL Energy & Water Cost=TBD June 30, 2025 source: Energy costs come from PG&E Gas costs come from SPURR Water costs come from Coastside County Water District, Montara		Costs from energy and water savings will decrease by 10% lower than baseline data	2023-2024 Energy and Water Cost On Target TBD June 20, 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Sanitary District, and California Water Service			

Goal Analysis [2024-25]

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.

In Year 1, Cabrillo Unified School District implemented comprehensive sustainability initiatives focused on environmental literacy, facility optimization, resource efficiency, and positive climate frameworks. The district prioritized Basic Conditions of Learning (Priority 1) and School Climate (Priority 6) while building systems to control operational costs and match services to enrollment patterns.

Key Differences & Challenges:
The district maintained fiscal responsibility by successfully meeting the legally required 3% economic uncertainty reserve, reducing from 7% to the mandated 3% threshold. However, this tighter fiscal position required careful resource allocation and operational efficiency improvements. Environmental literacy initiatives and facility optimization efforts were implemented as planned, though specific metrics for environmental program effectiveness were not fully established in Year 1.

School climate improvements showed mixed progress across sites. While positive climate frameworks were implemented district-wide, the FIT (Facilities Inspection Tool) reports revealed that only 3 out of 7 schools achieved "Good" ratings, indicating ongoing challenges with facility conditions that impact learning environments. This represents a significant area requiring continued attention and investment.
Academic performance in science showed positive trends, with CAASPP CAST (California Science Test) scores improving across all tested grade levels: 5th grade increased from 28% to 30% proficient, 8th grade improved from 24% to 29%, and 12th grade advanced from 21% to 27%. These gains suggest that environmental literacy and sustainability education initiatives may be contributing to enhanced science learning outcomes.

Successes:

*Successfully met state-mandated fiscal reserve requirements while maintaining educational services
*Achieved consistent improvements in science proficiency across all grade levels (5th, 8th, and 12th grades)
*Maintained operational stability while implementing sustainability practices
*Established baseline data for facility conditions through FIT assessments
*Successfully increased diverse teaching staff representation by 3% as planned
*Enhanced teacher professional development participation for career advancement by 3%

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.

Significant fiscal adjustments were made to align with the district's sustainability goals and legal requirements while maintaining educational quality.

The most substantial change involved reducing the economic uncertainty reserve from 7% to the legally required minimum of 3%, freeing up approximately 4% of the district's budget for reinvestment in educational programs and facility improvements. These reallocated funds were strategically deployed to support environmental literacy programs, facility upgrades to improve FIT ratings, and enhanced science instruction that contributed to the observed CAASPP CAST improvements.

Professional development investments were maintained as planned, with funds supporting the 3% increase in diverse teaching staff and enhanced career advancement opportunities for educators. These investments align with the district's sustainability goals by building internal capacity and reducing long-term recruitment and retention costs.

Facility improvement expenditures were adjusted based on FIT assessment results, with priority given to the four schools not meeting "Good" standards. This represented a shift from general facility maintenance to targeted improvements addressing specific safety, functionality, and learning environment deficiencies identified through the systematic facility inspection process.

The Planned Percentage of Improved Services was maintained, but delivery focused more heavily on sustainability initiatives including:

*Environmental education program implementation
*Energy efficiency improvements in facilities
*Technology upgrades supporting both learning and operational efficiency
*Professional development emphasizing sustainable practices and environmental literacy

No material variances in total improved services occurred, but resources were strategically reallocated to maximize both immediate educational impact and long-term operational sustainability.

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

Specific sustainability actions demonstrated varying levels of effectiveness across different focus areas:

Highly Effective Actions:

iscal management strategies proved exceptionally successful, achieving the required 3% reserve while maintaining educational ogramming. This demonstrates effective operational cost control and resource optimization

*Science education enhancements showed consistent positive impact across all grade levels, with CAASPP CAST scores improving at 5th grade (+2%), 8th grade (+5%), and 12th grade (+6%)

*Staff diversity and professional development initiatives met targets, with successful 3% increases in both diverse teaching staff representation and teacher participation in career advancement programs

Moderately Effective Actions:

*Environmental literacy implementation showed promise through improved science scores, though direct measurement of environmental knowledge and behaviors requires development

*Positive climate framework implementation contributed to overall school stability, though comprehensive climate survey data is needed for full assessment

*Resource efficiency measures supported fiscal sustainability while maintaining service levels

Areas Requiring Enhanced Focus:

*Facility conditions represent the most significant challenge, with only 3 out of 7 schools achieving "Good" FIT ratings. This 43% success rate indicates substantial need for continued facility investment and improvement

*Environmental literacy program assessment requires more robust metrics to measure effectiveness beyond science test scores

*School climate measurement needs expansion beyond discipline and attendance data to include comprehensive wellness and engagement indicators

Overall Assessment:

The district successfully balanced fiscal sustainability with educational improvement, as evidenced by improved science performance and maintained reserve requirements. However, facility conditions present a significant challenge requiring sustained attention and investment to create optimal learning environments across all sites.

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.

nhanced Facility Improvement Strategy:
ven that only 3 out of 7 schools achieved "Good" FIT ratings, the district will implement a comprehensive facility improvement plan with ecific timelines and resource allocation for each of the four schools requiring upgrades. This includes establishing quarterly FIT sessments and targeted improvement goals for each site.

Expanded Environmental Literacy Metrics:
Building on the positive CAASPP CAST results, the district will develop comprehensive environmental literacy assessments including student knowledge, behavior changes, and community engagement measures. New actions include student-led environmental projects, community sustainability partnerships, and annual environmental impact reporting.

Refined Fiscal Sustainability Planning:
While successfully meeting the 3% reserve requirement, the district will implement enhanced budget forecasting and scenario planning to ensure continued fiscal health. This includes developing multi-year sustainability projections and establishing contingency plans for enrollment fluctuations.

Comprehensive Climate Assessment:
Beyond the current metrics, the district will implement comprehensive school climate surveys for students, parents, and staff to better measure the effectiveness of positive climate frameworks. New indicators will include social-emotional wellbeing, mental health support utilization, and engagement tracking.

Professional Development Enhancement:
Building on the successful 3% increases in staff diversity and career advancement participation, the district will expand professional development to include sustainability education training for all staff, environmental literacy curriculum development, and facility management best practices.

Integrated Sustainability Dashboard:
A new comprehensive monitoring system will track facility conditions, environmental education outcomes, fiscal health indicators, and climate metrics in an integrated dashboard allowing for real-time adjustments and data-driven decision making.

These changes reflect the district's commitment to holistic sustainability encompassing fiscal responsibility, environmental stewardship, facility excellence, and positive learning climates while building on demonstrated successes in science education and staff development.

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.

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	$2,211,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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		
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.	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 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	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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.

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.

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

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.

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.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,034,349	$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
7.470%	0.000%	$0.00	7.470%

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 Foster Youth (FY) English Learners (EL), Low income (LI). 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, all students (12 grade) will exceed the state 5-year Graduation Rate (> or = 86.4%) By 2029, targeted subgroups' (LI and EL) 5-year Graduation Rate will be within 5% of White students (> or = to 83.6%)

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
	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) and Low income (LI), 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 (Source: California School Dashboard, Access to a Broad Course of Study): All Students: 86.2% White: 88.6% Low Income: 80.7% English Learners: 70% Foster Youth: No data 5-Year Graduation Rates 2024 (Source: California School Dashboard, Access to a Broad Course of Study): All Students: 89.4% White: 93.3% Low Income: 86.5% English Learners: 76.3% Foster Youth: No data 5-Year Cohort/Graduates Meeting UC/CSU Requirements 2023 (Source: Dataquest): All Students: 48.5%	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 coursework 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 students 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 than discouraging 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 also desired will increase preparedness and graduation rates. Early intervention will provide resilience through gaps in attendance and skills that are	By 2029, all students (12 grade) will show a 10% increase in 12th grade completion of UC/CSU "a-g" requirements (> or = to 58.5%) By 2029, targeted subgroups (LI and EL) will show a 10% increase in 12th grade completion of UC/CSU "a-g" requirements: EL: 8.2%; LI: 38.8% By 2029, all students (12 grade) will show a 10% increase in the College and Career Readiness Indicator: 54.7% By 2029, targeted subgroups (LI and EL) will show a 10% increase in the College and Career Readiness Indicator: EL:3.0%*; LI: 20% *2024 data

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
	White: 61.7% Low Income: 28.8% English Learners: 4.1% Foster Youth: No data 5-Year Cohort/Graduates Meeting UC/CSU Requirements 2024 (Source: CALPADS): All Students: 43.5% White: 49% Low Income: 29% English Learners: 6% Foster Youth: No data College and Career 2023 (Source: California School Dashboard): All Students prepared 31.7% White: 44.7% English Learners prepared: 0% Low Income prepared: 16.1% Foster Youth: No data College and Career 2024 (Source: California School Dashboard): All Students prepared 36.1% White: 57.8% English Learners prepared: 2.7% Low Income prepared: 17.9% Foster Youth: No data Analysis of the Data: District graduation rates and college and career preparation for 2023 were below state graduation rates and graduation rates among FY*, EL's and LI are all below white peers	easily transferable among different settings. Solidifying skills in how to learn makes 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, provide successful skill acquisition and center 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 are based on. Professional learning and careful attention to results and data for all students assist 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 maintaining 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,	

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
	within the district and all peers compared to state data. * No data for Foster Youth as there were none identified for Cabrillo Unified in the reported years. As FY students are identified, listed support actions will be applied and data tracked Improvements for 2024 are incremental for FY, ELs and LI students and district as a whole, with larger gains among White students. All groups continue to be below the state levels for graduation rate and college and career. 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 (FY, EL 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	along with the building of 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 subactions that will lead to this goal. These subactions 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	

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
	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	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 2023/2024 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 2023/2024) *3rd Grade: 42%	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)

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
	*7th Grade: 41% *11th Grade: 46% Socioeconomically Disadvantaged (LI): *3rd Grade: 32% *7th Grade: 27% *11th Grade: 18% Foster Youth: No Data because 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 9%, 7th grade at 0%, and 11th grade at 0%, compared to All Students (42%, 41%, 46%). The most critical gap is evident in the 7th and 11th grades, where EL students show 0% proficiency compared to 42% of all students and 61% of White students. Socioeconomically Disadvantaged (LI) Students are significantly below their peers with 3rd grade at 32%, 7th grade at 27%, and 11th grade at 18%, significantly lower than their peers. There are large gaps that are evident, especially in the 3rd grade, where LI students are at 32% compared to 42% of all students and 61% of White students.	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	

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
	Foster Youth (FY): 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 had no Foster Youth students to report The data clearly illustrate 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.	reading intervention specialists and ELD TOSAs to support this work.) 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.	

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	Benefit all students while providing extra support where needed. 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.	

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
1.3	**Action:** Culturally Responsive Classrooms **Need:** Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students ********** All Students: (CAASPP DATA Proficient and Above for ELA 2023/2024) *3rd Grade: 42% *7th Grade: 41% *11th Grade: 46% English Learners (EL): *3rd Grade: 9% *7th Grade: 0% *11th Grade: 0% Socioeconomically Disadvantaged (LI): *3rd Grade: 32% *7th Grade: 27% *11th Grade: 18% Foster Youth: No Data because we had no Foster Youth students to report California Dashboard English Learner Progress Analysis of the data:	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. 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	By 2029, current gaps existing among 3rd, 7th, and 11th grade student subgroups will decrease by 10% in CAASPP ELA/Math

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
	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 compared to white native English-speaking peers. English Learners (EL): *3rd Grade: 9% *7th Grade: 0% *11th Grade: 0% 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 (27%) to 11th grade (18%). 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 that if English Learner progress stalls, so would CAASPP proficiency. This trend, unfortunately, is seen in the data.	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 ********** * 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	

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
	The fact that ELs 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 mute the achievement of not only ELs but Hispanic-Latino and FY students as well. There is a demonstrated need for 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 academic progress 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 attached to that framework will allow for individual student profiles so that each student **Scope:** LEA-wide	resources and practices of high-performing student groups. Outreach plans will be developed to match the preferred communication style of 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	Improving Outcomes for Unduplicated Students Through High-Quality Instruction and Tiered Support	By 2029, 3rd, 7th, and 11th grade At-Promise Students will demonstrate 10% growth on the

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
	Need: Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction. ********** All Students: (CAASPP DATA proficient and above for ELA 2023/2024) *3rd Grade: 44% *7th Grade: 41% *11th Grade: 46% English Learners (EL): *3rd Grade: 9% *7th Grade: 0% *11th Grade: 0% Socioeconomically Disadvantaged (LI): *3rd Grade: 32% *7th Grade: 27% *11th Grade: 18% Foster Youth (FY): No Data because we had no Foster Youth students to report Chronic Absentee Data (CA Dashboard) 2023 2024 FY: No data to report FY: No data to report LI: Chronic Absenteeism is 26.9% LI: Chronic Absenteeism is 18.7% EL: Chronic Absenteeism is 26.6% EL: Chronic Absenteeism is 18.5%	By strengthening instructional pedagogy and implementing evidence-based practices, we aim to improve academic achievement for all students—particularly our unduplicated students, including English Learners (EL), Low-Income (LI) students, and Foster Youth (FY). High-quality instruction benefits every learner, and these targeted investments will ensure equity and access across our schools. We believe this is the most effective use of funds for our EL, LI, and FY students, as the following actions directly address their needs through a Multi-Tiered System of Supports (MTSS) framework. This approach includes Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive) interventions designed to increase academic success and expand college and career opportunities. Key Actions: 2.1A: Provide training in the MTSS framework and strengthen our ability to monitor and deliver tiered supports through Coordination of Services Teams (COST) and Student Success Teams (SST). 2.2B: Ensure Positive Behavioral Interventions and Supports (PBIS) structures are fully implemented and regularly monitored. Our highest priority for Tiered interventions will be our unduplicated student population. Supports will include after-school academic interventions, summer school programming, wrap-around services, and social-emotional learning (SEL) supports.	CAASPP Assessments (ELA and Math), ELPAC, and RFEP rates of reclassification

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
	Analysis of the data: There is a correlation between chronic absenteeism and academic progress when comparing CAASPP data and Chronic absenteeism data **Scope:** LEA-wide	These actions are implemented districtwide (LEA-wide) because all schools benefit from improved academic outcomes for unduplicated students through high-quality, equity-centered instruction and support systems. The effectiveness of these actions will be monitored using Metric 2.3 from Goal 2: the percentage of English Learners (EL), Low-Income (LI) students, and Foster Youth (FY) meeting or exceeding standards on state ELA and Math assessments. This metric provides a clear indicator of academic progress for unduplicated students and will be used to evaluate the impact of high-quality instruction and tiered supports implemented across the district. In addition to state-reported outcomes, Cabrillo Unified School District will utilize site-level data, including formative assessments, benchmark data, and progress monitoring tools, to assess student growth throughout the year. This combination of state and local data ensures a responsive and proactive approach to improving outcomes and refining supports based on real-time student needs.	
2.2	**Action:** Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways **Need:**	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	By 2029, CUSD will show a 10% increase in participation of Unduplicated Students in Advanced Placement (AP) Courses. Targets: White 187 Hispanic 85 Asian 13

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
	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways 5-Year Graduation Rates 2023 (Source: California School Dashboard, Access to a Broad Course of Study): All Students: 88.2% White: 88.6% Low Income: 80.7% English Learners: 70% Foster Youth: No Data 5-Year Graduation Rates 2024 (Source: California School Dashboard, Access to a Broad Course of Study): All Students: 89.4% White: 93.3% Low Income: 86.5% English Learners: 76.3% Foster Youth: No data College and Career 2023 (Source: California School Dashboard): All Students prepared 31.7% White: 44.7% English Learners prepared: 0% Low Income prepared: 16.1% Foster Youth: No data College and Career 2024 (Source: California School Dashboard): All Students prepared 36.1% White: 57.8% English Learners prepared: 2.7% Low Income prepared: 17.9%	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 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	Other 38.5 Total 330

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
	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. We continue to see improvement in graduation rate and UC/CSU eligibility, but large gaps remain for our EL students in particular. AP enrollment is declining, due to both enrollment decline at HMBHS, as well as a reduction in available AP courses. Ethnic subgroup representation shows a gap between White and Hispanic students, based on their percentage of the school population which is 41% and 50% respectively. AP Enrollment by Ethnicity (2024 HMBHS WASC data) 22-23 23-24 White 170 254 Hispanic 77 106 Asian 12 16 Other 35 61 Total 300 237 **Scope:** LEA-wide	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 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)	

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
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 Data from CA School Dashboard for Cabrillo Unified, 2024 All Students: 15.4% Chronically Absent/ declined by 8.4% English Learners (EL): 18.5% Chronically Absent / declined by 7.5% Socioeconomically Disadvantaged (LI): 18.7.% Chronically Absent/ declined by 8.1%	This action directly addresses the persistently high rates of chronic absenteeism and suspensions among English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, as reflected in the most recent California School Dashboard data. In response, Cabrillo Unified School District has strengthened its multi-tiered system of supports by maintaining secondary school counselors, expanding youth-led leadership opportunities, and increasing the implementation of restorative community-building practices. The district has also prioritized family engagement by expanding home visits, offering personalized one-on-one meetings, and strengthening communication strategies with families of EL, FY, and LI students. These targeted efforts are designed to build a safe, inclusive, and supportive school climate, which research shows leads to increased student engagement, improved attendance, and a reduction in suspension rates. By investing in these proactive and student-centered strategies, Cabrillo Unified is addressing equity gaps while maximizing the impact of its funding. This is a strategic and high-leverage use of resources, as it responds directly to identified needs and community input gathered through educational partner engagement. The district's goal is to improve language development and academic achievement for English Learners, reduce systemic barriers faced by low-income students, and offer stability and support to foster youth. Ultimately, this work aims to increase college and career readiness and ensure that all	By 2029, reduce exclusionary discipline by 10% in secondary schools, increasing Restorative Justice practices in all sites

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
	Data from CUSD SIS for all students: Suspension Rate: 2021-22: 2% 2022-23: 2.70% 2023-2024: 2.6% Suspension Rate 2024EL: 3.1%, a 0.3% decline Suspension Rate 2023 LI: 3.5%. a 0.9% decline justice practices district-wide. **Scope:** LEA-wide	students, regardless of background, experience school as a place where they feel seen, supported, and empowered to succeed. 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 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	

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
		The effectiveness of this action will be monitored using the Metric of Chronic absenteeism rates for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, as outlined in Goal 2 of the LCAP. Progress will be measured annually through state-reported data from the California School Dashboard. Additionally, Cabrillo Unified School District (CUSD) will generate monthly and quarterly internal reports to proactively monitor trends in attendance and suspension rates among these student groups. This ongoing analysis enables the district to respond in real time—implementing timely interventions and supports rather than relying solely on end-of-year data, thereby fostering more immediate and effective solutions to improve student outcomes. 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 the lack of instruction. Engagement and communication with families, as well as family education on the importance of school attendance, can have a positive effect on student attendance. Communicating with 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,	

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
		Tobacco, and Other Drugs alternatives, as well as the continuation of efforts to implement restorative	
3.3	**Action:** Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships **Need:** 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, 7th, 9th, and 11th grades. 2022-23 CHKS Elementary Survey Response Rates, 5th Grade Alvin S. Hatch Elementary 0% El Granada Elementary 24% Farallone View Elementary 10% Kings Mountain Elementary 91% Manuel F. Cunha Intermediate 7th Grade: 95% Half Moon Bay High 9th Grade 92% 11th Grade 87% Pilarcitos Alternative High (Continuation) 11th grade No data	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 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	By 2029, implement a plan for home-school connectedness demonstrating a 10% increase as shown in parent/family surveys Target is California Healthy Kids Survey school connectedness data: 57% School connectedness 70% Academic motivation 57% Caring Adult Relationship 65% Schools perceived as Safe or Very Safe

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
	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 ---------- Update on Healthy Kids Survey 2023-24	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 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	

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
	Cabrillo Unified School surveyed a total of 586 students in grades 5th, 7th, 9th, and 11th grades. 2023-24 CHKS Elementary Survey Response Rates, 5th Grade Alvin S. Hatch Elementary 18% El Granada Elementary 43% Farallone View Elementary 19% Kings Mountain Elementary 100% Manuel F. Cunha Intermediate 7th Grade: 92% Half Moon Bay High 9th Grade 74% 11th Grade 68% Pilarcitos Alternative High (Continuation) 11th grade 61% A summary of the 4 Healthy Kids Survey themes is demonstrated below. School connectedness 62% Academic motivation 73% Caring Adult Relationship 78% Schools perceived as Safe or Very Safe 83% We have seen a positive increase in the four themes from 2022-23 to 2023-24.	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. 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) Analysis of the Data Survey completion data for 5th grade made strong gains: it is a recent addition (3 years) to the 7,9,11	

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
	Using CA Healthy Kids (students responding strongly agreeing or agreeing to their self-perception on their academic motivation): English Learners in 7th grade perform 9% less than non-English Learners using the Academic Motivation English Learners in 9th grade perform 5% better than non-English Learners using the Academic Motivation English Learners in 11th grade [no data] than non-English Learners using the Academic Motivation Foster Youth: We had no Foster Youth in the survey **Scope:** LEA-wide	surveys and requires opt-in parent parent permission. Pilarcitos went from) to 61%, while HMBHS has a shortfall for the 2023-24 school year. After reviewing and interpreting data, although we have various other strengths, an area of 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.	

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
		Benefits for EL, FY, and LI Students: *Closing the Gap: Ensure equitable access to resources and support services. *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.	

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
		3.3 F Develop a home visit protocol as part of standard student intervention processes	

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
aff-to-student ratio of assified staff providing ect 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	

2025-26 Total Planned 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	27,232,920	2,034,349	7.470%	0.000%	7.470%

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														

2025-26 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
27,232,920	2,034,349	7.470%	0.000%	7.470%	$3,525,000.00	0.000%	12.944 %	**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	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,110,000.00	$3,281,085.00

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**	College and Career	Yes	$1,235,000.00	$1,142,901
1	**1.2**	Early Literacy	Yes	$222,000.00	$342,000
1	**1.3**	Culturally Responsive Classrooms	Yes	$610,000.00	$223,300
2	**2.1**	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	Yes	$345,000.00	$320,550
2	**2.2**	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	Yes	$685,000.00	$715,000
2	**2.3**	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	Yes	$390,000.00	$243,384
2	**2.4**	Increase staff, family and community engagement strategies to reduce chronic absenteeism.	No	$0.00	$0.00
3	**3.1**	Layers of Support	No	$137,000.00	$129,000

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)
3	3.2	Social Emotional Support Provide services promoting social-emotional learning, mental health, and emotional support for students	No	$57,000.00	$50,500
3	3.3	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	Yes	$38,000.00	$38,500
4	4.1	Environmental Sustainability	No	$2,141,000.00	
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.	No	$15,000.00	$950
4	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	No	$235,000.00	$75,000

2024-25 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)
2,208,145	$3,525,000.00	$3,025,635.00	$499,365.00	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	1.1	College and Career	Yes	$1,235,000.00	1,142,901		
1	1.2	Early Literacy	Yes	$222,000.00	342,000		
1	1.3	Culturally Responsive Classrooms	Yes	$610,000.00	223,300		
2	2.1	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	Yes	$345,000.00	320,550		
2	2.2	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	Yes	$685,000.00	715,000		
2	2.3	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	Yes	$390,000.00	243,384		
3	3.3	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	Yes	$38,000.00	38,500		

2024-25 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)
27,666,985	2,208,145		7.981%	$3,025,635.00	0.000%	10.936%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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

[D]escribe 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 t other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing ions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the umn(s) where information will be entered. Information is not entered on the remaining Action tables.

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 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 2024

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Action
ITEM TITLE: Adoption of CUSD Budget for the Fiscal Year 2025-26

BACKGROUND INFORMATION

After conducting a public hearing at its regularly scheduled Board meeting on June 12, 2025, regarding the 2025-26 CUSD Proposed Budget, the CUSD Governing Board is required to adopt a balanced budget for the upcoming fiscal year by July 1 of each year. In compliance with legislation AB 1200, CUSD has opted for a single budget adoption calendar. If substantial updates are necessary, AB1200 allows the district 45 days after the Governor signs the state budget to revise its budget. CUSD staff will stay informed of significant changes and notify the Board to take appropriate action (if needed).

REPORT/PROPOSAL

CUSD Budget for the Fiscal Year 2025-26

FISCAL ANALYSIS

As required, the Budget Adoption process for CUSD represents a projection of revenues and expenditures for Fiscal Year 2025-2026. The financial information presented in this proposed budget is derived from historical data, analysis of future trends, and economic indicators that affect State, Federal, and local district funding mechanisms.

RECOMMENDATION

Approve the 2025-26 CUSD Budget as submitted.

Prepared by: *Holly Lynne*

ANNUAL BUDGET REPORT:

July 1, 2025 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: District Office
Date: 6/06/2025

Public Hearing:

Place: Cunha Intermediate School - Library
Date: 6/12/2025
Time: 6:00 PM

Adoption Date: 06/26/2025
Signed:
Clerk/Secretary of the Governing Board
(Original signature required)
Printed Name: Dr. Ramon Miramontes
Title: Superintendent

Contact person for additional information on the budget reports:

Name: Jennifer Marsh
Title: Chief Business Officer
Telephone: 650-376-4429
E-mail: marshj@cabrillo.k12.ca.us

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.		X

9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			**No**	**Yes**
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			**No**	**Yes**
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2024-25) annual payment?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, are they lifetime benefits?	n/a	
		• If yes, do benefits continue beyond age 65?	n/a	
		• If yes, are benefits funded by pay-as-you-go?	n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)	n/a	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	06/26/2025	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			**No**	**Yes**
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			**No**	**Yes**
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For: 2024-25 Estimated Actuals	2025-26 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund	G	G
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund	G	G
12	Child Development Fund	G	G
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects	G	G
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund	G	G
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund		
40	Special Reserve Fund for Capital Outlay Projects	G	G
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		S
CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	GS	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		GS
DEBT	Schedule of Long-Term Liabilities	S	
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
ICR	Indirect Cost Rate Worksheet	G	

L	Lottery Report	GS	
MYP	Multiyear Projections - General Fund		GS
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals	G	
SIAB	Summary of Interfund Activities - Budget		G
01CS	Criteria and Standards Review	GS	GS

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	36,573,759.00	2,131,433.00	38,705,192.00	37,431,804.00	2,115,268.00	39,547,072.00	2.2%
2) Federal Revenue		8100-8299	0.00	1,389,244.00	1,389,244.00	0.00	1,197,410.00	1,197,410.00	-13.8%
3) Other State Revenue		8300-8599	565,463.00	6,027,845.00	6,593,308.00	565,463.00	3,839,993.00	4,405,456.00	-33.2%
4) Other Local Revenue		8600-8799	793,606.00	3,125,093.00	3,918,699.00	611,932.00	3,264,644.00	3,876,576.00	-1.1%
5) TOTAL, REVENUES			37,932,828.00	12,673,615.00	50,606,443.00	38,609,199.00	10,417,315.00	49,026,514.00	-3.1%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	15,197,198.00	4,605,814.00	19,803,012.00	13,693,538.00	4,330,488.00	18,024,026.00	-9.0%
2) Classified Salaries		2000-2999	4,455,436.00	5,123,234.00	9,578,670.00	3,839,578.00	4,554,299.00	8,393,877.00	-12.4%
3) Employee Benefits		3000-3999	7,407,917.00	5,789,554.00	13,197,471.00	6,971,105.00	5,383,425.00	12,354,530.00	-6.4%
4) Books and Supplies		4000-4999	770,797.00	1,192,797.00	1,963,594.00	483,781.00	983,241.00	1,467,022.00	-25.3%
5) Services and Other Operating Expenditures		5000-5999	4,058,058.00	4,965,953.00	9,024,011.00	3,501,797.00	3,841,627.00	7,343,424.00	-18.6%
6) Capital Outlay		6000-6999	22,000.00	103,851.00	125,851.00	0.00	82,104.00	82,104.00	-34.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	49,670.00	220,000.00	269,670.00	59,468.00	220,000.00	279,468.00	3.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(59,132.00)	49,720.00	(9,412.00)	(52,324.00)	42,912.00	(9,412.00)	0.0%
9) TOTAL, EXPENDITURES			31,901,944.00	22,050,923.00	53,952,867.00	28,496,943.00	19,438,096.00	47,935,039.00	-11.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			6,030,884.00	(9,377,308.00)	(3,346,424.00)	10,112,256.00	(9,020,781.00)	1,091,475.00	-132.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	3,534,044.00	0.00	3,534,044.00	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	312,116.00	0.00	312,116.00	300,000.00	0.00	300,000.00	-3.9%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(9,738,299.00)	9,738,299.00	0.00	(8,807,146.00)	8,807,146.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(6,516,371.00)	9,738,299.00	3,221,928.00	(9,107,146.00)	8,807,146.00	(300,000.00)	-109.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(485,487.00)	360,991.00	(124,496.00)	1,005,110.00	(213,635.00)	791,475.00	-735.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,664,010.63	4,898,548.51	7,562,559.14	2,178,523.63	5,259,539.51	7,438,063.14	-1.6%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
c) As of July 1 - Audited (F1a + F1b)			2,664,010.63	4,898,548.51	7,562,559.14	2,178,523.63	5,259,539.51	7,438,063.14	-1.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,664,010.63	4,898,548.51	7,562,559.14	2,178,523.63	5,259,539.51	7,438,063.14	-1.6%
2) Ending Balance, June 30 (E + F1e)			2,178,523.63	5,259,539.51	7,438,063.14	3,183,633.63	5,045,904.51	8,229,538.14	10.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	5,259,539.79	5,259,539.79	0.00	5,045,904.99	5,045,904.99	-4.1%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	525,570.63	0.00	525,570.63	1,711,581.63	0.00	1,711,581.63	225.7%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,627,953.00	0.00	1,627,953.00	1,447,052.00	0.00	1,447,052.00	-11.1%
Unassigned/Unappropriated Amount		9790	0.00	(.28)	(.28)	0.00	(.48)	(.48)	71.4%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	1,021,371.00	0.00	1,021,371.00	1,021,371.00	0.00	1,021,371.00	0.0%
Education Protection Account State Aid - Current Year		8012	506,098.00	0.00	506,098.00	487,986.00	0.00	487,986.00	-3.6%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	35,046,290.00	0.00	35,046,290.00	35,922,447.00	0.00	35,922,447.00	2.5%
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			36,573,759.00	0.00	36,573,759.00	37,431,804.00	0.00	37,431,804.00	2.3%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	2,131,433.00	2,131,433.00	0.00	2,115,268.00	2,115,268.00	-0.8%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			36,573,759.00	2,131,433.00	38,705,192.00	37,431,804.00	2,115,268.00	39,547,072.00	2.2%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	607,602.00	607,602.00	0.00	607,568.00	607,568.00	0.0%
Special Education Discretionary Grants		8182	0.00	14,443.00	14,443.00	0.00	14,443.00	14,443.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	165,681.00	165,681.00	0.00	149,086.00	149,086.00	-10.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		288,955.00	288,955.00		133,532.00	133,532.00	-53.8%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		114,356.00	114,356.00		114,356.00	114,356.00	0.0%
Title III, Immigrant Student Program	4201	8290		6,603.00	6,603.00		6,603.00	6,603.00	0.0%
Title III, English Learner Program	4203	8290		58,482.00	58,482.00		58,482.00	58,482.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		10,000.00	10,000.00		10,000.00	10,000.00	0.0%
Career and Technical Education	3500-3599	8290		15,945.00	15,945.00		15,945.00	15,945.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	107,177.00	107,177.00	0.00	87,395.00	87,395.00	-18.5%
TOTAL, FEDERAL REVENUE			0.00	1,389,244.00	1,389,244.00	0.00	1,197,410.00	1,197,410.00	-13.8%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		104,757.00	104,757.00		0.00	0.00	-100.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	129,048.00	0.00	129,048.00	129,048.00	0.00	129,048.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	425,000.00	167,500.00	592,500.00	425,000.00	167,500.00	592,500.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		782,148.00	782,148.00		782,148.00	782,148.00	0.0%
After School Education and Safety (ASES)	6010	8590		152,612.00	152,612.00		127,019.00	127,019.00	-16.8%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		1,910.00	1,910.00		0.00	0.00	-100.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		347,290.00	347,290.00		400,275.00	400,275.00	15.3%
Arts and Music in Schools (Prop 28)	6770	8590		362,691.00	362,691.00		362,691.00	362,691.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		26,250.00	26,250.00		0.00	0.00	-100.0%
All Other State Revenue	All Other	8590	11,415.00	4,082,687.00	4,094,102.00	11,415.00	2,000,360.00	2,011,775.00	-50.9%
TOTAL, OTHER STATE REVENUE			565,463.00	6,027,845.00	6,593,308.00	565,463.00	3,839,993.00	4,405,456.00	-33.2%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	1,610,000.00	1,610,000.00	0.00	2,120,113.00	2,120,113.00	31.7%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	57,058.00	0.00	57,058.00	57,058.00	0.00	57,058.00	0.0%
Interest		8660	300,000.00	0.00	300,000.00	300,000.00	0.00	300,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	436,548.00	1,515,093.00	1,951,641.00	254,874.00	1,144,531.00	1,399,405.00	-28.3%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			793,606.00	3,125,093.00	3,918,699.00	611,932.00	3,264,644.00	3,876,576.00	-1.1%
TOTAL, REVENUES			37,932,828.00	12,673,615.00	50,606,443.00	38,609,199.00	10,417,315.00	49,026,514.00	-3.1%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	11,798,551.00	3,411,976.00	15,210,527.00	10,607,139.00	3,459,611.00	14,066,750.00	-7.5%
Certificated Pupil Support Salaries		1200	527,087.00	852,878.00	1,379,965.00	622,245.00	835,448.00	1,457,693.00	5.6%
Certificated Supervisors' and Administrators' Salaries		1300	2,438,852.00	234,514.00	2,673,366.00	2,122,048.00	12,000.00	2,134,048.00	-20.2%
Other Certificated Salaries		1900	432,708.00	106,446.00	539,154.00	342,106.00	23,429.00	365,535.00	-32.2%
TOTAL, CERTIFICATED SALARIES			15,197,198.00	4,605,814.00	19,803,012.00	13,693,538.00	4,330,488.00	18,024,026.00	-9.0%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	24,968.00	1,327,819.00	1,352,787.00	23,946.00	1,301,785.00	1,325,731.00	-2.0%
Classified Support Salaries		2200	1,196,230.00	2,483,016.00	3,679,246.00	831,575.00	2,175,892.00	3,007,467.00	-18.3%
Classified Supervisors' and Administrators' Salaries		2300	594,112.00	218,004.00	812,116.00	792,165.00	166,244.00	958,409.00	18.0%
Clerical, Technical and Office Salaries		2400	1,500,114.00	371,708.00	1,871,822.00	1,324,093.00	365,491.00	1,689,584.00	-9.7%
Other Classified Salaries		2900	1,140,012.00	722,687.00	1,862,699.00	867,799.00	544,887.00	1,412,686.00	-24.2%
TOTAL, CLASSIFIED SALARIES			4,455,436.00	5,123,234.00	9,578,670.00	3,839,578.00	4,554,299.00	8,393,877.00	-12.4%
EMPLOYEE BENEFITS									
STRS		3101-3102	2,705,437.00	2,313,831.00	5,019,268.00	2,515,529.00	2,342,097.00	4,857,626.00	-3.2%
PERS		3201-3202	1,223,086.00	1,293,809.00	2,516,895.00	1,014,626.00	1,149,930.00	2,164,556.00	-14.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
OASDI/Medicare/Alternative		3301-3302	567,768.00	445,261.00	1,013,029.00	537,753.00	435,457.00	973,210.00	-3.9%
Health and Welfare Benefits		3401-3402	2,381,321.00	1,507,296.00	3,888,617.00	2,578,820.00	1,291,380.00	3,870,200.00	-0.5%
Unemployment Insurance		3501-3502	9,778.00	5,254.00	15,032.00	8,850.00	4,650.00	13,500.00	-10.2%
Workers' Compensation		3601-3602	337,818.00	170,594.00	508,412.00	315,188.00	159,815.00	475,003.00	-6.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	182,709.00	53,509.00	236,218.00	339.00	96.00	435.00	-99.8%
TOTAL, EMPLOYEE BENEFITS			7,407,917.00	5,789,554.00	13,197,471.00	6,971,105.00	5,383,425.00	12,354,530.00	-6.4%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	73,367.00	73,367.00	0.00	103,529.00	103,529.00	41.1%
Books and Other Reference Materials		4200	35,252.00	74,091.00	109,343.00	5,178.00	177.00	5,355.00	-95.1%
Materials and Supplies		4300	726,366.00	1,044,264.00	1,770,630.00	469,424.00	879,535.00	1,348,959.00	-23.8%
Noncapitalized Equipment		4400	9,179.00	0.00	9,179.00	9,179.00	0.00	9,179.00	0.0%
Food		4700	0.00	1,075.00	1,075.00	0.00	0.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			770,797.00	1,192,797.00	1,963,594.00	483,781.00	983,241.00	1,467,022.00	-25.3%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	1,012,341.00	1,012,341.00	0.00	998,438.00	998,438.00	-1.4%
Travel and Conferences		5200	77,703.00	202,924.00	280,627.00	23,788.00	60,821.00	84,609.00	-69.9%
Dues and Memberships		5300	28,858.00	20,273.00	49,131.00	27,937.00	0.00	27,937.00	-43.1%
Insurance		5400 - 5450	987,945.00	0.00	987,945.00	1,223,785.00	0.00	1,223,785.00	23.9%
Operations and Housekeeping Services		5500	993,448.00	0.00	993,448.00	997,467.00	0.00	997,467.00	0.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	118,262.00	473,245.00	591,507.00	114,843.00	402,407.00	517,250.00	-12.6%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,471,841.00	3,254,969.00	4,726,810.00	818,811.00	2,377,200.00	3,196,011.00	-32.4%
Communications		5900	380,001.00	2,201.00	382,202.00	295,166.00	2,761.00	297,927.00	-22.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			4,058,058.00	4,965,953.00	9,024,011.00	3,501,797.00	3,841,627.00	7,343,424.00	-18.6%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
Equipment		6400	22,000.00	28,286.00	50,286.00	0.00	6,539.00	6,539.00	-87.0%
Equipment Replacement		6500	0.00	75,565.00	75,565.00	0.00	75,565.00	75,565.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			22,000.00	103,851.00	125,851.00	0.00	82,104.00	82,104.00	-34.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	9,798.00	0.00	9,798.00	New
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	49,670.00	220,000.00	269,670.00	49,670.00	220,000.00	269,670.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			49,670.00	220,000.00	269,670.00	59,468.00	220,000.00	279,468.00	3.6%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transfers of Indirect Costs		7310	(49,720.00)	49,720.00	0.00	(42,912.00)	42,912.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(9,412.00)	0.00	(9,412.00)	(9,412.00)	0.00	(9,412.00)	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(59,132.00)	49,720.00	(9,412.00)	(52,324.00)	42,912.00	(9,412.00)	0.0%
TOTAL, EXPENDITURES			31,901,944.00	22,050,923.00	53,952,867.00	28,496,943.00	19,438,096.00	47,935,039.00	-11.2%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	3,534,044.00	0.00	3,534,044.00	0.00	0.00	0.00	-100.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			3,534,044.00	0.00	3,534,044.00	0.00	0.00	0.00	-100.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	312,116.00	0.00	312,116.00	300,000.00	0.00	300,000.00	-3.9%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			312,116.00	0.00	312,116.00	300,000.00	0.00	300,000.00	-3.9%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(9,738,299.00)	9,738,299.00	0.00	(8,807,146.00)	8,807,146.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(9,738,299.00)	9,738,299.00	0.00	(8,807,146.00)	8,807,146.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(6,516,371.00)	9,738,299.00	3,221,928.00	(9,107,146.00)	8,807,146.00	(300,000.00)	-109.3%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	36,573,759.00	2,131,433.00	38,705,192.00	37,431,804.00	2,115,268.00	39,547,072.00	2.2%
2) Federal Revenue		8100-8299	0.00	1,389,244.00	1,389,244.00	0.00	1,197,410.00	1,197,410.00	-13.8%
3) Other State Revenue		8300-8599	565,463.00	6,027,845.00	6,593,308.00	565,463.00	3,839,993.00	4,405,456.00	-33.2%
4) Other Local Revenue		8600-8799	793,606.00	3,125,093.00	3,918,699.00	611,932.00	3,264,644.00	3,876,576.00	-1.1%
5) TOTAL, REVENUES			37,932,828.00	12,673,615.00	50,606,443.00	38,609,199.00	10,417,315.00	49,026,514.00	-3.1%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		17,563,633.00	13,187,903.00	30,751,536.00	15,765,748.00	12,207,661.00	27,973,409.00	-9.0%
2) Instruction - Related Services	2000-2999		5,764,323.00	2,029,768.00	7,794,091.00	4,809,053.00	1,819,007.00	6,628,060.00	-15.0%
3) Pupil Services	3000-3999		1,038,408.00	3,311,282.00	4,349,690.00	934,239.00	2,573,869.00	3,508,108.00	-19.3%
4) Ancillary Services	4000-4999		791,303.00	270,877.00	1,062,180.00	487,942.00	188,928.00	676,870.00	-36.3%
5) Community Services	5000-5999		0.00	94,000.00	94,000.00	0.00	94,000.00	94,000.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		4,838,965.00	49,720.00	4,888,685.00	4,586,958.00	42,912.00	4,629,870.00	-5.3%
8) Plant Services	8000-8999		1,855,642.00	2,887,373.00	4,743,015.00	1,853,535.00	2,291,719.00	4,145,254.00	-12.6%
9) Other Outgo	9000-9999	Except 7600-7699	49,670.00	220,000.00	269,670.00	59,468.00	220,000.00	279,468.00	3.6%
10) TOTAL, EXPENDITURES			31,901,944.00	22,050,923.00	53,952,867.00	28,496,943.00	19,438,096.00	47,935,039.00	-11.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			6,030,884.00	(9,377,308.00)	(3,346,424.00)	10,112,256.00	(9,020,781.00)	1,091,475.00	-132.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	3,534,044.00	0.00	3,534,044.00	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	312,116.00	0.00	312,116.00	300,000.00	0.00	300,000.00	-3.9%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(9,738,299.00)	9,738,299.00	0.00	(8,807,146.00)	8,807,146.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(6,516,371.00)	9,738,299.00	3,221,928.00	(9,107,146.00)	8,807,146.00	(300,000.00)	-109.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(485,487.00)	360,991.00	(124,496.00)	1,005,110.00	(213,635.00)	791,475.00	-735.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,664,010.63	4,898,548.51	7,562,559.14	2,178,523.63	5,259,539.51	7,438,063.14	-1.6%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,664,010.63	4,898,548.51	7,562,559.14	2,178,523.63	5,259,539.51	7,438,063.14	-1.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,664,010.63	4,898,548.51	7,562,559.14	2,178,523.63	5,259,539.51	7,438,063.14	-1.6%
2) Ending Balance, June 30 (E + F1e)			2,178,523.63	5,259,539.51	7,438,063.14	3,183,633.63	5,045,904.51	8,229,538.14	10.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	5,259,539.79	5,259,539.79	0.00	5,045,904.99	5,045,904.99	-4.1%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	525,570.63	0.00	525,570.63	1,711,581.63	0.00	1,711,581.63	225.7%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,627,953.00	0.00	1,627,953.00	1,447,052.00	0.00	1,447,052.00	-11.1%
Unassigned/Unappropriated Amount		9790	0.00	(.28)	(.28)	0.00	(.48)	(.48)	71.4%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
2600	Expanded Learning Opportunities Program	392,317.99	442,303.99
6266	Educator Effectiveness, FY 2021-22	.96	.96
6300	Lottery: Instructional Materials	287,364.05	268,377.05
6331	CA Community Schools Partnership Act - Planning Grant	166,469.21	160,934.21
6383	Golden State Pathways Program	1,293,869.00	1,293,869.00
6546	Mental Health-Related Services	80,331.80	0.00
6547	Special Education Early Intervention Preschool Grant	284,385.00	382,146.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	529,267.25	835,003.25
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	143,384.00	143,384.00
7034	Child Nutrition: Commercial Dishwasher Grant	36,000.00	36,000.00
7085	Learning Communities for School Success Program	310,516.05	217,765.05
7311	Classified School Employee Professional Development Block Grant	10,891.00	10,891.00
7339	Dual Enrollment Opportunities	439,864.95	434,587.95
7412	A-G Access/Success Grant	19,909.09	2,637.09
7413	A-G Learning Loss Mitigation Grant	28,312.10	28,312.10
7415	Classified School Employee Summer Assistance Program	19,033.00	93,302.00
7435	Learning Recovery Emergency Block Grant	805,344.08	349,473.08
7810	Other Restricted State	29,848.24	29,848.24
9010	Other Restricted Local	382,432.02	317,070.02
Total, Restricted Balance		5,259,539.79	5,045,904.99

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	200,000.00	200,000.00	0.0%
5) TOTAL, REVENUES			200,000.00	200,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	200,000.00	200,000.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			200,000.00	200,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	74,246.02	74,246.02	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			74,246.02	74,246.02	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			74,246.02	74,246.02	0.0%
2) Ending Balance, June 30 (E + F1e)			74,246.02	74,246.02	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	74,246.02	74,246.02	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	200,000.00	200,000.00	0.0%
TOTAL, REVENUES			200,000.00	200,000.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	200,000.00	200,000.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			200,000.00	200,000.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			200,000.00	200,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	200,000.00	200,000.00	0.0%
5) TOTAL, REVENUES			200,000.00	200,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		200,000.00	200,000.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			200,000.00	200,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	74,246.02	74,246.02	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			74,246.02	74,246.02	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			74,246.02	74,246.02	0.0%
2) Ending Balance, June 30 (E + F1e)			74,246.02	74,246.02	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	74,246.02	74,246.02	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
8210	Student Activity Funds	74,246.02	74,246.02
Total, Restricted Balance		74,246.02	74,246.02

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	52,329.00	52,329.00	0.0%
3) Other State Revenue		8300-8599	359,064.00	359,064.00	0.0%
4) Other Local Revenue		8600-8799	2,000.00	2,000.00	0.0%
5) TOTAL, REVENUES			413,393.00	413,393.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	283,680.00	160,186.00	-43.5%
2) Classified Salaries		2000-2999	50,427.00	95,714.00	89.8%
3) Employee Benefits		3000-3999	125,004.00	96,771.00	-22.6%
4) Books and Supplies		4000-4999	16,576.00	20,676.00	24.7%
5) Services and Other Operating Expenditures		5000-5999	70,950.00	16,763.00	-76.4%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	9,412.00	9,412.00	0.0%
9) TOTAL, EXPENDITURES			556,049.00	399,522.00	-28.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(142,656.00)	13,871.00	-109.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(142,656.00)	13,871.00	-109.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	142,858.01	202.01	-99.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			142,858.01	202.01	-99.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			142,858.01	202.01	-99.9%
2) Ending Balance, June 30 (E + F1e)			202.01	14,073.01	6,866.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	203.00	14,073.01	6,832.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(0.99)	0.00	-100.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	52,329.00	52,329.00	0.0%
TOTAL, FEDERAL REVENUE			52,329.00	52,329.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	359,064.00	359,064.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			359,064.00	359,064.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	2,000.00	2,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,000.00	2,000.00	0.0%
TOTAL, REVENUES			413,393.00	413,393.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	103,350.00	80,423.00	-22.2%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	159,648.00	59,081.00	-63.0%
Other Certificated Salaries		1900	20,682.00	20,682.00	0.0%
TOTAL, CERTIFICATED SALARIES			283,680.00	160,186.00	-43.5%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	45,776.00	92,463.00	102.0%
Other Classified Salaries		2900	4,651.00	3,251.00	-30.1%
TOTAL, CLASSIFIED SALARIES			50,427.00	95,714.00	89.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	59,318.00	35,754.00	-39.7%
PERS		3201-3202	12,622.00	25,299.00	100.4%
OASDI/Medicare/Alternative		3301-3302	10,764.00	12,579.00	16.9%
Health and Welfare Benefits		3401-3402	31,382.00	13,638.00	-56.5%
Unemployment Insurance		3501-3502	220.00	193.00	-12.3%
Workers' Compensation		3601-3602	8,382.00	7,123.00	-15.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,316.00	2,185.00	-5.7%
TOTAL, EMPLOYEE BENEFITS			125,004.00	96,771.00	-22.6%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	11,672.00	11,672.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	2,284.00	4,984.00	118.2%
Noncapitalized Equipment		4400	2,620.00	4,020.00	53.4%
TOTAL, BOOKS AND SUPPLIES			16,576.00	20,676.00	24.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	53,244.00	0.00	-100.0%
Travel and Conferences		5200	3,621.00	3,278.00	-9.5%
Dues and Memberships		5300	1,200.00	600.00	-50.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,885.00	1,885.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	11,000.00	11,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			70,950.00	16,763.00	-76.4%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	9,412.00	9,412.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			9,412.00	9,412.00	0.0%
TOTAL, EXPENDITURES			556,049.00	399,522.00	-28.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	52,329.00	52,329.00	0.0%
3) Other State Revenue		8300-8599	359,064.00	359,064.00	0.0%
4) Other Local Revenue		8600-8799	2,000.00	2,000.00	0.0%
5) TOTAL, REVENUES			413,393.00	413,393.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		156,192.00	127,377.00	-18.4%
2) Instruction - Related Services	2000-2999		390,445.00	262,733.00	-32.7%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		9,412.00	9,412.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			556,049.00	399,522.00	-28.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(142,656.00)	13,871.00	-109.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(142,656.00)	13,871.00	-109.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	142,858.01	202.01	-99.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			142,858.01	202.01	-99.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			142,858.01	202.01	-99.9%
2) Ending Balance, June 30 (E + F1e)			202.01	14,073.01	6,866.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	203.00	14,073.01	6,832.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(0.99)	0.00	-100.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
6371	CalWORKs for ROCP or Adult Education	203.00	203.00
6391	Adult Education Program	0.00	13,870.01
Total, Restricted Balance		203.00	14,073.01

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	932,271.00	918,885.00	-1.4%
4) Other Local Revenue		8600-8799	4,000.00	4,000.00	0.0%
5) TOTAL, REVENUES			936,271.00	922,885.00	-1.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	415,637.00	467,582.00	12.5%
3) Employee Benefits		3000-3999	256,943.00	242,748.00	-5.5%
4) Books and Supplies		4000-4999	249,202.00	190,655.00	-23.5%
5) Services and Other Operating Expenditures		5000-5999	10,489.00	17,900.00	70.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			932,271.00	918,885.00	-1.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,000.00	4,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4,000.00	4,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	23,981.74	27,981.74	16.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			23,981.74	27,981.74	16.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			23,981.74	27,981.74	16.7%
2) Ending Balance, June 30 (E + F1e)			27,981.74	31,981.74	14.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	14,527.00	14,527.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	13,454.74	17,454.74	29.7%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	918,885.00	918,885.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	13,386.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			932,271.00	918,885.00	-1.4%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	4,000.00	4,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,000.00	4,000.00	0.0%
TOTAL, REVENUES			936,271.00	922,885.00	-1.4%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	127,510.00	164,295.00	28.8%
Classified Support Salaries		2200	3,106.00	3,106.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	130,867.00	144,432.00	10.4%
Clerical, Technical and Office Salaries		2400	48,111.00	36,270.00	-24.6%
Other Classified Salaries		2900	106,043.00	119,479.00	12.7%
TOTAL, CLASSIFIED SALARIES			415,637.00	467,582.00	12.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	129,979.00	129,904.00	-0.1%
OASDI/Medicare/Alternative		3301-3302	36,432.00	35,727.00	-1.9%
Health and Welfare Benefits		3401-3402	74,404.00	68,530.00	-7.9%
Unemployment Insurance		3501-3502	251.00	237.00	-5.6%
Workers' Compensation		3601-3602	9,067.00	8,347.00	-7.9%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	6,810.00	3.00	-100.0%
TOTAL, EMPLOYEE BENEFITS			256,943.00	242,748.00	-5.5%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	225,649.00	170,428.00	-24.5%
Noncapitalized Equipment		4400	23,553.00	20,227.00	-14.1%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			249,202.00	190,655.00	-23.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,228.00	405.00	-67.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	9,021.00	17,000.00	88.4%
Communications		5900	240.00	495.00	106.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			10,489.00	17,900.00	70.7%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			932,271.00	918,885.00	-1.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	932,271.00	918,885.00	-1.4%
4) Other Local Revenue		8600-8799	4,000.00	4,000.00	0.0%
5) TOTAL, REVENUES			936,271.00	922,885.00	-1.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		633,854.00	604,895.00	-4.6%
2) Instruction - Related Services	2000-2999		298,417.00	313,990.00	5.2%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			932,271.00	918,885.00	-1.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			4,000.00	4,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4,000.00	4,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	23,981.74	27,981.74	16.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			23,981.74	27,981.74	16.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			23,981.74	27,981.74	16.7%
2) Ending Balance, June 30 (E + F1e)			27,981.74	31,981.74	14.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	14,527.00	14,527.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	13,454.74	17,454.74	29.7%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
5059	Early Education: ARP California State Preschool Program One-time Stipend	14,527.00	14,527.00
Total, Restricted Balance		14,527.00	14,527.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	321,056.00	321,056.00	0.0%
3) Other State Revenue		8300-8599	475,439.00	475,439.00	0.0%
4) Other Local Revenue		8600-8799	81,056.00	81,056.00	0.0%
5) TOTAL, REVENUES			877,551.00	877,551.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	328,342.00	181,133.00	-44.8%
3) Employee Benefits		3000-3999	215,915.00	166,202.00	-23.0%
4) Books and Supplies		4000-4999	635,352.00	759,293.00	19.5%
5) Services and Other Operating Expenditures		5000-5999	31,989.00	43,464.00	35.9%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,211,598.00	1,150,092.00	-5.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(334,047.00)	(272,541.00)	-18.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	312,116.00	300,000.00	-3.9%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			312,116.00	300,000.00	-3.9%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(21,931.00)	27,459.00	-225.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	258,001.79	236,070.79	-8.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			258,001.79	236,070.79	-8.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			258,001.79	236,070.79	-8.5%
2) Ending Balance, June 30 (E + F1e)			236,070.79	263,529.79	11.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	236,070.79	263,529.79	11.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	321,056.00	321,056.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			321,056.00	321,056.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	475,439.00	475,439.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			475,439.00	475,439.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	80,006.00	80,006.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,000.00	1,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	50.00	50.00	0.0%
TOTAL, OTHER LOCAL REVENUE			81,056.00	81,056.00	0.0%
TOTAL, REVENUES			877,551.00	877,551.00	0.0%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	235,826.00	91,760.00	-61.1%
Classified Supervisors' and Administrators' Salaries		2300	92,516.00	89,373.00	-3.4%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			328,342.00	181,133.00	-44.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	3,141.00	0.00	-100.0%
PERS		3201-3202	88,227.00	48,755.00	-44.7%
OASDI/Medicare/Alternative		3301-3302	22,285.00	13,735.00	-38.4%
Health and Welfare Benefits		3401-3402	89,625.00	100,389.00	12.0%
Unemployment Insurance		3501-3502	171.00	96.00	-43.9%
Workers' Compensation		3601-3602	5,457.00	3,227.00	-40.9%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	7,009.00	0.00	-100.0%
TOTAL, EMPLOYEE BENEFITS			215,915.00	166,202.00	-23.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	10,038.00	11,114.00	10.7%
Noncapitalized Equipment		4400	3,171.00	3,171.00	0.0%
Food		4700	622,143.00	745,008.00	19.7%
TOTAL, BOOKS AND SUPPLIES			635,352.00	759,293.00	19.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	682.00	50.00	-92.7%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	2,400.00	2,581.00	7.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	14,173.00	14,304.00	0.9%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	14,452.00	26,414.00	82.8%
Communications		5900	282.00	115.00	-59.2%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			31,989.00	43,464.00	35.9%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,211,598.00	1,150,092.00	-5.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	312,116.00	300,000.00	-3.9%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			312,116.00	300,000.00	-3.9%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			312,116.00	300,000.00	-3.9%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	321,056.00	321,056.00	0.0%
3) Other State Revenue		8300-8599	475,439.00	475,439.00	0.0%
4) Other Local Revenue		8600-8799	81,056.00	81,056.00	0.0%
5) TOTAL, REVENUES			877,551.00	877,551.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		1,209,198.00	1,147,511.00	-5.1%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		2,400.00	2,581.00	7.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,211,598.00	1,150,092.00	-5.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(334,047.00)	(272,541.00)	-18.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	312,116.00	300,000.00	-3.9%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			312,116.00	300,000.00	-3.9%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(21,931.00)	27,459.00	-225.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	258,001.79	236,070.79	-8.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			258,001.79	236,070.79	-8.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			258,001.79	236,070.79	-8.5%
2) Ending Balance, June 30 (E + F1e)			236,070.79	263,529.79	11.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	236,070.79	263,529.79	11.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	12,976.13	61,734.13
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	209,565.04	195,770.04
7028	Child Nutrition: Kitchen Infrastructure Upgrade Funds	8,535.02	1,031.02
7029	Child Nutrition: Food Service Staff Training Funds	4,994.60	4,994.60
Total, Restricted Balance		236,070.79	263,529.79

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5.00	5.00	0.0%
5) TOTAL, REVENUES			5.00	5.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			5.00	5.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5.00	5.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	251.19	256.19	2.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			251.19	256.19	2.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			251.19	256.19	2.0%
2) Ending Balance, June 30 (E + F1e)			256.19	261.19	2.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	256.19	261.19	2.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	5.00	5.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5.00	5.00	0.0%
TOTAL, REVENUES			5.00	5.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5.00	5.00	0.0%
5) TOTAL, REVENUES			5.00	5.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			5.00	5.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5.00	5.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	251.19	256.19	2.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			251.19	256.19	2.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			251.19	256.19	2.0%
2) Ending Balance, June 30 (E + F1e)			256.19	261.19	2.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	256.19	261.19	2.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,500.00	1,500.00	0.0%
5) TOTAL, REVENUES			1,500.00	1,500.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,500.00	1,500.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	3,489,181.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			3,489,181.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,490,681.00	1,500.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	78,845.39	3,569,526.39	4,427.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			78,845.39	3,569,526.39	4,427.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			78,845.39	3,569,526.39	4,427.2%
2) Ending Balance, June 30 (E + F1e)			3,569,526.39	3,571,026.39	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	3,569,526.39	3,571,026.39	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	1,500.00	1,500.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,500.00	1,500.00	0.0%
TOTAL, REVENUES			1,500.00	1,500.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	3,489,181.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			3,489,181.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			3,489,181.00	0.00	-100.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,500.00	1,500.00	0.0%
5) TOTAL, REVENUES			1,500.00	1,500.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,500.00	1,500.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	3,489,181.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			3,489,181.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,490,681.00	1,500.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	78,845.39	3,569,526.39	4,427.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			78,845.39	3,569,526.39	4,427.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			78,845.39	3,569,526.39	4,427.2%
2) Ending Balance, June 30 (E + F1e)			3,569,526.39	3,571,026.39	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	3,569,526.39	3,571,026.39	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	800,000.00	800,000.00	0.0%
5) TOTAL, REVENUES			800,000.00	800,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	46,955.00	297,723.00	534.1%
3) Employee Benefits		3000-3999	26,472.00	102,729.00	288.1%
4) Books and Supplies		4000-4999	552,409.00	265,463.00	-51.9%
5) Services and Other Operating Expenditures		5000-5999	3,024,260.00	2,428,723.00	-19.7%
6) Capital Outlay		6000-6999	34,534,977.00	34,422,718.00	-0.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			38,185,073.00	37,517,356.00	-1.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(37,385,073.00)	(36,717,356.00)	-1.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	14,741,500.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			14,741,500.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(22,643,573.00)	(36,717,356.00)	62.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	62,206,082.66	39,562,509.66	-36.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			62,206,082.66	39,562,509.66	-36.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			62,206,082.66	39,562,509.66	-36.4%
2) Ending Balance, June 30 (E + F1e)			39,562,509.66	2,845,153.66	-92.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	39,562,509.66	2,845,153.66	-92.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	800,000.00	800,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			800,000.00	800,000.00	0.0%
TOTAL, REVENUES			800,000.00	800,000.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	12,051.00	275,960.00	2,189.9%
Clerical, Technical and Office Salaries		2400	34,904.00	21,763.00	-37.6%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			46,955.00	297,723.00	534.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	34,211.00	New
PERS		3201-3202	12,748.00	32,606.00	155.8%
OASDI/Medicare/Alternative		3301-3302	3,453.00	11,370.00	229.3%
Health and Welfare Benefits		3401-3402	9,393.00	19,103.00	103.4%
Unemployment Insurance		3501-3502	105.00	139.00	32.4%
Workers' Compensation		3601-3602	773.00	5,300.00	585.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			26,472.00	102,729.00	288.1%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	105,571.00	71,616.00	-32.2%
Noncapitalized Equipment		4400	446,838.00	193,847.00	-56.6%
TOTAL, BOOKS AND SUPPLIES			552,409.00	265,463.00	-51.9%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	304.00	New
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	616,397.00	374,556.00	-39.2%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,407,863.00	2,053,863.00	-14.7%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,024,260.00	2,428,723.00	-19.7%
CAPITAL OUTLAY					
Land		6100	9,998.00	0.00	-100.0%
Land Improvements		6170	587,937.00	344,622.00	-41.4%
Buildings and Improvements of Buildings		6200	33,937,042.00	34,078,096.00	0.4%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			34,534,977.00	34,422,718.00	-0.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			38,185,073.00	37,517,356.00	-1.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Proceeds					
Proceeds from Sale of Bonds		8951	14,741,500.00	0.00	-100.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			14,741,500.00	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			14,741,500.00	0.00	-100.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	800,000.00	800,000.00	0.0%
5) TOTAL, REVENUES			800,000.00	800,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		38,185,073.00	37,517,356.00	-1.7%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			38,185,073.00	37,517,356.00	-1.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(37,385,073.00)	(36,717,356.00)	-1.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	14,741,500.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			14,741,500.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(22,643,573.00)	(36,717,356.00)	62.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	62,206,082.66	39,562,509.66	-36.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			62,206,082.66	39,562,509.66	-36.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			62,206,082.66	39,562,509.66	-36.4%
2) Ending Balance, June 30 (E + F1e)			39,562,509.66	2,845,153.66	-92.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	39,562,509.66	2,845,153.66	-92.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	39,562,509.66	2,845,153.66
Total, Restricted Balance		39,562,509.66	2,845,153.66

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	280,000.00	280,000.00	0.0%
5) TOTAL, REVENUES			280,000.00	280,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	12,441.00	12,441.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			12,441.00	12,441.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			267,559.00	267,559.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			267,559.00	267,559.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,514,731.61	2,782,290.61	10.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,514,731.61	2,782,290.61	10.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,514,731.61	2,782,290.61	10.6%
2) Ending Balance, June 30 (E + F1e)			2,782,290.61	3,049,849.61	9.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,782,290.61	3,049,849.61	9.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	50,000.00	50,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	230,000.00	230,000.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			280,000.00	280,000.00	0.0%
TOTAL, REVENUES			280,000.00	280,000.00	0.0%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	12,441.00	12,441.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			12,441.00	12,441.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			12,441.00	12,441.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	280,000.00	280,000.00	0.0%
5) TOTAL, REVENUES			280,000.00	280,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		12,441.00	12,441.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			12,441.00	12,441.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			267,559.00	267,559.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			267,559.00	267,559.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,514,731.61	2,782,290.61	10.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,514,731.61	2,782,290.61	10.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,514,731.61	2,782,290.61	10.6%
2) Ending Balance, June 30 (E + F1e)			2,782,290.61	3,049,849.61	9.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,782,290.61	3,049,849.61	9.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	2,782,290.61	3,049,849.61
Total, Restricted Balance		2,782,290.61	3,049,849.61

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	300,000.00	300,000.00	0.0%
5) TOTAL, REVENUES			300,000.00	300,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	175,619.00	0.00	-100.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			175,619.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			124,381.00	300,000.00	141.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	7,023,225.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(7,023,225.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(6,898,844.00)	300,000.00	-104.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,745,980.08	4,847,136.08	-58.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,745,980.08	4,847,136.08	-58.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,745,980.08	4,847,136.08	-58.7%
2) Ending Balance, June 30 (E + F1e)			4,847,136.08	5,147,136.08	6.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,847,136.08	5,147,136.08	6.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	300,000.00	300,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			300,000.00	300,000.00	0.0%
TOTAL, REVENUES			300,000.00	300,000.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	175,619.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			175,619.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			175,619.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	3,534,044.00	0.00	-100.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	3,489,181.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			7,023,225.00	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(7,023,225.00)	0.00	-100.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	300,000.00	300,000.00	0.0%
5) TOTAL, REVENUES			300,000.00	300,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		175,619.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			175,619.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			124,381.00	300,000.00	141.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	7,023,225.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(7,023,225.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(6,898,844.00)	300,000.00	-104.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,745,980.08	4,847,136.08	-58.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,745,980.08	4,847,136.08	-58.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,745,980.08	4,847,136.08	-58.7%
2) Ending Balance, June 30 (E + F1e)			4,847,136.08	5,147,136.08	6.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,847,136.08	5,147,136.08	6.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	4,847,136.08	5,147,136.08
Total, Restricted Balance		4,847,136.08	5,147,136.08

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	7,631,188.99	7,631,188.99	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,631,188.99	7,631,188.99	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,631,188.99	7,631,188.99	0.0%
2) Ending Balance, June 30 (E + F1e)			7,631,188.99	7,631,188.99	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	7,631,188.99	7,631,188.99	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	7,631,188.99	7,631,188.99	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,631,188.99	7,631,188.99	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,631,188.99	7,631,188.99	0.0%
2) Ending Balance, June 30 (E + F1e)			7,631,188.99	7,631,188.99	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	7,631,188.99	7,631,188.99	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	7,631,188.99	7,631,188.99
Total, Restricted Balance		7,631,188.99	7,631,188.99

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	2,361.60	2,361.60	2,526.51	2,302.55	2,302.55	2,436.02
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	2,361.60	2,361.60	2,526.51	2,302.55	2,302.55	2,436.02
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	3.98	3.98	3.98	3.91	3.91	3.91
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	3.98	3.98	3.98	3.91	3.91	3.91
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	2,365.58	2,365.58	2,530.49	2,306.46	2,306.46	2,439.93
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(9,412.00)				
Other Sources/Uses Detail					0.00	300,000.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	9,412.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					300,000.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	9,412.00	(9,412.00)	300,000.00	300,000.00		

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			6,382,266.00	4,341,778.00	1,102,980.00	(1,858,235.00)	(1,522,193.83)	(3,137,026.83)	9,026,664.17	9,064,030.17
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		51,069.00	51,069.00	213,920.00	91,923.00	91,923.00	213,920.00	91,923.00	91,923.00
Property Taxes	8020-8079		2,138.00	8,553.00	531.00	1,220,028.00	1,582,018.00	14,656,100.00	2,733,702.00	282,671.00
Miscellaneous Funds	8080-8099		0.00	0.00	32,685.00	0.00	0.00	1,030,362.00	0.00	0.00
Federal Revenue	8100-8299		0.00	2,292.00	79,243.00	0.00	5,914.00	15,190.00	109,782.00	18,344.00
Other State Revenue	8300-8599		39,969.00	121,309.00	229,923.00	409,989.00	164,385.00	368,156.00	212,335.00	350,064.00
Other Local Revenue	8600-8799		29,832.00		14,892.00	0.00	54,227.00	492,201.00	464,165.00	60,763.00
Interfund Transfers In	8900-8929		0.00		0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00		0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			123,008.00	183,223.00	571,194.00	1,721,940.00	1,898,467.00	16,775,929.00	3,611,907.00	803,765.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		238,080.00	1,480,720.00	1,559,255.00	1,612,160.00	1,614,522.00	1,585,899.00	1,563,338.00	1,576,092.00
Classified Salaries	2000-2999		292,265.00	397,214.00	794,009.00	657,830.00	663,759.00	685,647.00	697,015.00	669,784.00
Employee Benefits	3000-3999		321,913.00	704,337.00	924,091.00	873,640.00	869,987.00	894,408.00	891,761.00	920,522.00
Books and Supplies	4000-4999		15,425.00	64,039.00	362,904.00	41,712.00	72,807.00	69,319.00	55,140.00	52,115.00
Services	5000-5999		667,505.00	300,959.00	290,184.00	353,737.00	573,003.00	801,964.00	535,913.00	467,711.00
Capital Outlay	6000-6999		0.00	0.00	0.00	781.00	0.00	2,331.00	0.00	0.00
Other Outgo	7000-7499		39,147.00	32,608.00	4,049.00	0.00	2,021.00	0.00	41,903.00	0.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			1,574,335.00	2,979,877.00	3,934,492.00	3,539,860.00	3,796,099.00	4,039,568.00	3,785,070.00	3,686,224.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299	(3,768,638.92)	98,121.00	175,277.00	378,600.00	3,116,640.92				
Due From Other Funds	9310	(108,926.69)				108,926.69				
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		(3,877,565.61)	98,121.00	175,277.00	378,600.00	3,225,567.61	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	1,853,424.57	687,282.00	617,421.00	(23,483.00)	288,657.00	(282,799.00)	572,670.00	(210,529.00)	(66,389.00)
Due To Other Funds	9610	107,098.58				107,098.58				
Current Loans	9640									
Unearned Revenues	9650	675,850.86				675,850.86				
Deferred Inflows of Resources	9690									
SUBTOTAL		2,636,374.01	687,282.00	617,421.00	(23,483.00)	1,071,606.44	(282,799.00)	572,670.00	(210,529.00)	(66,389.00)
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(6,513,939.62)	(589,161.00)	(442,144.00)	402,083.00	2,153,961.17	282,799.00	(572,670.00)	210,529.00	66,389.00
E. NET INCREASE/DECREASE (B - C + D)			(2,040,488.00)	(3,238,798.00)	(2,961,215.00)	336,041.17	(1,614,833.00)	12,163,691.00	37,366.00	(2,816,070.00)
F. ENDING CASH (A + E)			4,341,778.00	1,102,980.00	(1,858,235.00)	(1,522,193.83)	(3,137,026.83)	9,026,664.17	9,064,030.17	6,247,960.17
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		6,247,960.17	4,933,154.17	12,169,469.17	11,931,817.60				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	213,920.00	91,923.00	91,923.00	121,995.00	91,926.00		1,509,357.00	1,509,357.00
Property Taxes	8020-8079	2,221,788.00	9,099,587.00	3,218,144.00	897,187.00			35,922,447.00	35,922,447.00
Miscellaneous Funds	8080-8099	13,528.00	1,038,693.00	0.00	0.00			2,115,268.00	2,115,268.00
Federal Revenue	8100-8299	24,226.00	40,547.00	0.00	51,930.00	849,942.00		1,197,410.00	1,197,410.00
Other State Revenue	8300-8599	257,347.00	207,874.00	255,256.00	498,622.00	1,290,227.00		4,405,456.00	4,405,456.00
Other Local Revenue	8600-8799	94,491.00	527,165.00	111,709.00	915,381.00	1,111,750.00		3,876,576.00	3,876,576.00
Interfund Transfers In	8900-8929	0.00	0.00	0.00	0.00	0.00		0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00		0.00	0.00
TOTAL RECEIPTS		2,825,300.00	11,005,789.00	3,677,032.00	2,485,115.00	3,343,845.00	0.00	49,026,514.00	49,026,514.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,622,327.00	1,620,452.00	1,643,313.00	1,907,868.00	0.00		18,024,026.00	18,024,026.00
Classified Salaries	2000-2999	687,135.00	619,413.00	659,379.00	1,117,014.00	453,413.00		8,393,877.00	8,393,877.00
Employee Benefits	3000-3999	924,778.00	889,227.00	927,151.00	1,100,804.00	2,111,911.00		12,354,530.00	12,354,530.00
Books and Supplies	4000-4999	49,900.00	53,979.00	79,761.00	103,773.00	446,148.00		1,467,022.00	1,467,022.00
Services	5000-5999	456,827.00	575,068.00	621,572.00	944,733.00	754,248.00		7,343,424.00	7,343,424.00
Capital Outlay	6000-6999	0.00	38,445.00	24,334.00	8,061.00	8,152.00		82,104.00	82,104.00
Other Outgo	7000-7499	60,608.00	0.00	0.00	17,545.00	72,175.00		270,056.00	270,056.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	300,000.00	0.00		300,000.00	300,000.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00		0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		3,801,575.00	3,796,584.00	3,955,510.00	5,499,798.00	3,846,047.00	0.00	48,235,039.00	48,235,039.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							3,768,638.92	
Due From Other Funds	9310							108,926.69	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	3,877,565.61	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	338,531.00	(27,110.00)	(40,826.43)				1,853,424.57	
Due To Other Funds	9610							107,098.58	
Current Loans	9640							0.00	
Unearned Revenues	9650							675,850.86	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		338,531.00	(27,110.00)	(40,826.43)	0.00	0.00	0.00	2,636,374.01	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(338,531.00)	27,110.00	40,826.43	0.00	0.00	0.00	1,241,191.60	
E. NET INCREASE/DECREASE (B - C + D)		(1,314,806.00)	7,236,315.00	(237,651.57)	(3,014,683.00)	(502,202.00)	0.00	2,032,666.60	791,475.00
F. ENDING CASH (A + E)		4,933,154.17	12,169,469.17	11,931,817.60	8,917,134.60				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								8,414,932.60	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			8,917,134.60	5,433,134.50	1,457,684.16	(1,602,762.81)	(1,285,810.98)	(2,621,095.45)	9,227,161.21	9,483,301.55
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		51,069.00	51,069.00	210,516.99	91,923.00	91,923.00	210,516.99	91,923.00	91,923.00
Property Taxes	8020-8079		2,191.45	8,766.82	544.27	1,250,528.69	1,621,568.44	15,022,502.43	2,802,044.54	289,737.77
Miscellaneous Funds	8080-8099		0.00	0.00	32,685.00	0.00	0.00	1,030,362.00	0.00	0.00
Federal Revenue	8100-8299		0.00	2,006.63	69,376.69	0.00	5,177.67	13,298.74	96,113.37	16,060.04
Other State Revenue	8300-8599		40,123.93	121,779.23	230,814.26	411,578.25	165,022.21	369,583.09	213,158.08	351,420.96
Other Local Revenue	8600-8799		29,974.21	0.00	14,962.99	0.00	54,485.51	494,547.37	466,377.72	61,052.66
Interfund Transfers In	8900-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			123,358.59	183,621.68	558,900.20	1,754,029.94	1,938,176.83	17,140,810.62	3,669,616.71	810,194.43
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		242,841.61	1,510,334.44	1,590,440.14	1,644,403.24	1,646,812.48	1,617,617.02	1,594,604.80	1,607,613.88
Classified Salaries	2000-2999		298,110.32	405,158.30	809,889.22	670,986.64	677,034.22	699,359.98	710,955.34	683,179.72
Employee Benefits	3000-3999		328,350.83	718,422.79	942,571.58	891,111.63	887,385.57	912,294.96	909,595.02	938,931.20
Books and Supplies	4000-4999		15,578.62	64,676.76	366,518.14	42,127.41	73,532.08	70,009.34	55,689.14	52,634.01
Services	5000-5999		668,028.03	301,194.82	290,411.38	354,014.17	573,451.98	802,592.39	536,332.92	468,077.48
Capital Outlay	6000-6999		0.00	0.00	0.00	781.00	0.00	2,331.00	0.00	0.00
Other Outgo	7000-7499		40,329.28	33,592.80	4,171.28	0.00	2,082.04	0.00	43,168.52	0.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			1,593,238.69	3,033,379.91	4,004,001.74	3,603,424.09	3,860,298.37	4,104,204.69	3,850,345.74	3,750,436.29
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299	(3,343,845.00)	87,060.98	155,520.10	335,924.92	2,765,339.00				
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		(3,343,845.00)	87,060.98	155,520.10	335,924.92	2,765,339.00	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	3,846,047.00	1,426,180.98	1,281,212.21	(48,729.65)	598,993.02	(586,837.07)	1,188,349.27	(436,869.37)	(137,764.02)
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650	675,000.00	675,000.00							
Deferred Inflows of Resources	9690									
SUBTOTAL		4,521,047.00	2,101,180.98	1,281,212.21	(48,729.65)	598,993.02	(586,837.07)	1,188,349.27	(436,869.37)	(137,764.02)
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(7,864,892.00)	(2,014,120.00)	(1,125,692.11)	384,654.57	2,166,345.98	586,837.07	(1,188,349.27)	436,869.37	137,764.02
E. NET INCREASE/DECREASE (B - C + D)			(3,484,000.10)	(3,975,450.34)	(3,060,446.97)	316,951.83	(1,335,284.47)	11,848,256.66	256,140.34	(2,802,477.84)
F. ENDING CASH (A + E)			5,433,134.50	1,457,684.16	(1,602,762.81)	(1,285,810.98)	(2,621,095.45)	9,227,161.21	9,483,301.55	6,680,823.71
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		6,680,823.71	4,985,266.41	12,395,107.87	12,217,447.41				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	210,516.99	91,923.00	91,923.00	118,592.03	91,926.00		1,495,745.00	
Property Taxes	8020-8079	2,277,332.69	9,327,076.63	3,298,597.58	919,616.69	0.00		36,820,508.00	
Miscellaneous Funds	8080-8099	13,528.00	1,038,693.00	0.00	0.00	0.00		2,115,268.00	
Federal Revenue	8100-8299	21,209.69	35,498.61	0.00	45,464.35	744,118.21		1,048,324.00	
Other State Revenue	8300-8599	258,344.56	208,679.79	256,245.46	500,554.82	1,295,228.36		4,422,533.00	
Other Local Revenue	8600-8799	94,941.45	529,678.04	112,241.53	919,744.71	1,117,049.81		3,895,056.00	
Interfund Transfers In	8900-8929	0.00	0.00	0.00	0.00	0.00		0.00	
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00		0.00	
TOTAL RECEIPTS		2,875,873.38	11,231,549.07	3,759,007.57	2,503,972.60	3,248,322.38	0.00	49,797,434.00	0.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,654,773.58	1,652,861.08	1,676,179.30	1,946,025.43	0.00		18,384,507.00	
Classified Salaries	2000-2999	700,877.74	631,801.29	672,566.62	1,139,354.32	462,481.29		8,561,755.00	
Employee Benefits	3000-3999	943,272.32	907,010.35	945,692.77	1,122,818.60	2,154,146.38		12,601,604.00	
Books and Supplies	4000-4999	50,396.95	54,516.57	80,555.34	104,806.46	450,591.18		1,481,632.00	
Services	5000-5999	457,184.95	575,518.60	622,059.04	945,473.25	754,838.99		7,349,178.00	
Capital Outlay	6000-6999	0.00	38,445.00	24,334.00	8,061.00	8,152.00		82,104.00	
Other Outgo	7000-7499	62,438.43	17,810.76	0.00	18,074.88	56,544.01		278,212.00	
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	309,060.00	0.00		309,060.00	
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00		0.00	

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		3,868,943.97	3,877,963.65	4,021,387.07	5,593,673.94	3,886,753.85	0.00	49,048,052.00	0.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							3,343,845.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	3,343,845.00	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	702,486.71	(56,256.04)	(84,719.04)				3,846,047.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							675,000.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		702,486.71	(56,256.04)	(84,719.04)	0.00	0.00	0.00	4,521,047.00	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(702,486.71)	56,256.04	84,719.04	0.00	0.00	0.00	(1,177,202.00)	
E. NET INCREASE/DECREASE (B - C + D)		(1,695,557.30)	7,409,841.46	(177,660.46)	(3,089,701.34)	(638,431.47)	0.00	(427,820.00)	0.00
F. ENDING CASH (A + E)		4,985,266.41	12,395,107.87	12,217,447.41	9,127,746.07				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								8,489,314.60	

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	37,431,804.00	2.36%	38,316,253.00	2.36%	39,222,344.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	565,463.00	3.02%	582,540.00	3.42%	602,463.00
4. Other Local Revenues	8600-8799	611,932.00	3.02%	630,412.00	3.42%	651,972.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(8,807,146.00)	3.02%	(9,073,122.00)	3.42%	(9,383,423.00)
6. Total (Sum lines A1 thru A5c)		29,802,053.00	2.19%	30,456,083.00	2.09%	31,093,356.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				13,693,538.00		13,967,409.00
b. Step & Column Adjustment				273,871.00		279,348.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	13,693,538.00	2.00%	13,967,409.00	2.00%	14,246,757.00
2. Classified Salaries						
a. Base Salaries				3,839,578.00		3,916,370.00
b. Step & Column Adjustment				76,792.00		78,327.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,839,578.00	2.00%	3,916,370.00	2.00%	3,994,697.00
3. Employee Benefits	3000-3999	6,971,105.00	3.54%	7,218,179.00	2.70%	7,413,116.00
4. Books and Supplies	4000-4999	483,781.00	3.02%	498,391.00	3.42%	515,436.00
5. Services and Other Operating Expenditures	5000-5999	3,501,797.00	0.16%	3,507,551.00	3.42%	3,627,510.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	59,468.00	3.02%	61,264.00	3.42%	63,359.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(52,324.00)	3.02%	(53,904.00)	3.42%	(55,748.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	300,000.00	3.02%	309,060.00	3.42%	319,630.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		28,796,943.00	2.18%	29,424,320.00	2.38%	30,124,757.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		1,005,110.00		1,031,763.00		968,599.00

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		2,178,523.63		3,183,633.63		4,215,396.63
2. Ending Fund Balance (Sum lines C and D1)		3,183,633.63		4,215,396.63		5,183,995.63
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	25,000.00		25,000.00		25,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	1,711,581.63				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,447,052.00		1,471,442.00		1,498,171.00
2. Unassigned/Unappropriated	9790	0.00		2,718,954.63		3,660,824.63
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,183,633.63		4,215,396.63		5,183,995.63
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,447,052.00		1,471,442.00		1,498,171.00
c. Unassigned/Unappropriated	9790	0.00		2,718,954.63		3,660,824.63
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790			0.00		
3. Total Available Reserves (Sum lines E1a thru E2c)		1,447,052.00		4,190,396.63		5,158,995.63

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	2,115,268.00	0.00%	2,115,268.00	0.00%	2,115,268.00
2. Federal Revenues	8100-8299	1,197,410.00	-12.45%	1,048,324.00	0.00%	1,048,324.00
3. Other State Revenues	8300-8599	3,839,993.00	0.00%	3,839,993.00	0.00%	3,839,993.00
4. Other Local Revenues	8600-8799	3,264,644.00	0.00%	3,264,644.00	0.00%	3,264,644.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	8,807,146.00	3.02%	9,073,122.00	3.42%	9,383,423.00
6. Total (Sum lines A1 thru A5c)		19,224,461.00	0.61%	19,341,351.00	1.60%	19,651,652.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				4,330,488.00		4,417,098.00
b. Step & Column Adjustment				86,610.00		88,342.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,330,488.00	2.00%	4,417,098.00	2.00%	4,505,440.00
2. Classified Salaries						
a. Base Salaries				4,554,299.00		4,645,385.00
b. Step & Column Adjustment				91,086.00		92,908.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,554,299.00	2.00%	4,645,385.00	2.00%	4,738,293.00
3. Employee Benefits	3000-3999	5,383,425.00	0.00%	5,383,425.00	0.00%	5,383,425.00
4. Books and Supplies	4000-4999	983,241.00	0.00%	983,241.00	0.00%	983,241.00
5. Services and Other Operating Expenditures	5000-5999	3,841,627.00	0.00%	3,841,627.00	0.00%	3,841,627.00
6. Capital Outlay	6000-6999	82,104.00	0.00%	82,104.00	0.00%	82,104.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	220,000.00	3.02%	226,644.00	3.42%	234,395.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	42,912.00	3.02%	44,208.00	3.42%	45,720.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		19,438,096.00	0.96%	19,623,732.00	0.97%	19,814,245.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(213,635.00)		(282,381.00)		(162,593.00)

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		5,259,539.51		5,045,904.51		4,763,523.51
2. Ending Fund Balance (Sum lines C and D1)		5,045,904.51		4,763,523.51		4,600,930.51
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	5,045,904.99		4,763,523.51		4,600,930.51
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(.48)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,045,904.51		4,763,523.51		4,600,930.51
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	39,547,072.00	2.24%	40,431,521.00	2.24%	41,337,612.00
2. Federal Revenues	8100-8299	1,197,410.00	-12.45%	1,048,324.00	0.00%	1,048,324.00
3. Other State Revenues	8300-8599	4,405,456.00	0.39%	4,422,533.00	0.45%	4,442,456.00
4. Other Local Revenues	8600-8799	3,876,576.00	0.48%	3,895,056.00	0.55%	3,916,616.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		49,026,514.00	1.57%	49,797,434.00	1.90%	50,745,008.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				18,024,026.00		18,384,507.00
b. Step & Column Adjustment				360,481.00		367,690.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	18,024,026.00	2.00%	18,384,507.00	2.00%	18,752,197.00
2. Classified Salaries						
a. Base Salaries				8,393,877.00		8,561,755.00
b. Step & Column Adjustment				167,878.00		171,235.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	8,393,877.00	2.00%	8,561,755.00	2.00%	8,732,990.00
3. Employee Benefits	3000-3999	12,354,530.00	2.00%	12,601,604.00	1.55%	12,796,541.00
4. Books and Supplies	4000-4999	1,467,022.00	1.00%	1,481,632.00	1.15%	1,498,677.00
5. Services and Other Operating Expenditures	5000-5999	7,343,424.00	0.08%	7,349,178.00	1.63%	7,469,137.00
6. Capital Outlay	6000-6999	82,104.00	0.00%	82,104.00	0.00%	82,104.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	279,468.00	3.02%	287,908.00	3.42%	297,754.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(9,412.00)	3.02%	(9,696.00)	3.42%	(10,028.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	300,000.00	3.02%	309,060.00	3.42%	319,630.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		48,235,039.00	1.69%	49,048,052.00	1.82%	49,939,002.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		791,475.00		749,382.00		806,006.00

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		7,438,063.14		8,229,538.14		8,978,920.14
2. Ending Fund Balance (Sum lines C and D1)		8,229,538.14		8,978,920.14		9,784,926.14
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	25,000.00		25,000.00		25,000.00
b. Restricted	9740	5,045,904.99		4,763,523.51		4,600,930.51
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	1,711,581.63		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,447,052.00		1,471,442.00		1,498,171.00
2. Unassigned/Unappropriated	9790	(.48)		2,718,954.63		3,660,824.63
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		8,229,538.14		8,978,920.14		9,784,926.14
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,447,052.00		1,471,442.00		1,498,171.00
c. Unassigned/Unappropriated	9790	0.00		2,718,954.63		3,660,824.63
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(.48)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,447,051.52		4,190,396.63		5,158,995.63
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.00%		8.54%		10.33%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		2,302.55		2,223.95		2,138.68
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		48,235,039.00		49,048,052.00		49,939,002.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		48,235,039.00		49,048,052.00		49,939,002.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,447,051.17		1,471,441.56		1,498,170.06
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,447,051.17		1,471,441.56		1,498,170.06
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Projected funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	2,303
District's ADA Standard Percentage Level:	**1.0%**

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2022-23)				
District Regular	2,837	2,849		
Charter School				
Total ADA	**2,837**	**2,849**	**N/A**	**Met**
Second Prior Year (2023-24)				
District Regular	2,693	2,704		
Charter School				
Total ADA	**2,693**	**2,704**	**N/A**	**Met**
First Prior Year (2024-25)				
District Regular	2,527	2,527		
Charter School		0		
Total ADA	**2,527**	**2,527**	**0.0%**	**Met**
Budget Year (2025-26)				
District Regular	2,436			
Charter School	0			
Total ADA	**2,436**			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 2,303

District's Enrollment Standard Percentage Level: 1.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CALPADS Actual column for the First Prior Year; all other data are extracted or calculated. CALPADS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment Budget	Enrollment CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2022-23)				
District Regular	2,748	2,748		
Charter School				
Total Enrollment	**2,748**	**2,748**	**0.0%**	**Met**
Second Prior Year (2023-24)				
District Regular	2,661	2,663		
Charter School				
Total Enrollment	**2,661**	**2,663**	**N/A**	**Met**
First Prior Year (2024-25)				
District Regular	2,562	2,562		
Charter School				
Total Enrollment	**2,562**	**2,562**	**0.0%**	**Met**
Budget Year (2025-26)				
District Regular	2,495			
Charter School				
Total Enrollment	**2,495**			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2022-23)			
District Regular	2,519	2,748	
Charter School		0	
Total ADA/Enrollment	**2,519**	**2,748**	**91.6%**
Second Prior Year (2023-24)			
District Regular	2,450	2,663	
Charter School	0		
Total ADA/Enrollment	**2,450**	**2,663**	**92.0%**
First Prior Year (2024-25)			
District Regular	2,362	2,562	
Charter School			
Total ADA/Enrollment	**2,362**	**2,562**	**92.2%**
		Historical Average Ratio:	91.9%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**92.4%**

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2025-26)				
District Regular	2,303	2,495		
Charter School	0			
Total ADA/Enrollment	**2,303**	**2,495**	**92.3%**	**Met**
1st Subsequent Year (2026-27)				
District Regular	2,224	2,407		
Charter School				
Total ADA/Enrollment	**2,224**	**2,407**	**92.4%**	**Met**
2nd Subsequent Year (2027-28)				
District Regular	2,139	2,312		
Charter School				
Total ADA/Enrollment	**2,139**	**2,312**	**92.5%**	**Not Met**

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected P-2 ADA to enrollment ratio is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation:
(required if NOT met)

Updated enrollment projections

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA), plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: Basic Aid

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Projected LCFF Revenue

		Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	2,530.49	2,439.93	2,371.87	2,299.76
b.	Prior Year ADA (Funded)		2,530.49	2,439.93	2,371.87
c.	Difference (Step 1a minus Step 1b)		(90.56)	(68.06)	(72.11)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(3.58%)	(2.79%)	(3.04%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		31,013,550.00	30,866,019.00	30,951,479.00
b1.	COLA percentage		2.30%	3.02%	3.42%
b2.	COLA amount (proxy for purposes of this criterion)		713,311.65	932,153.77	1,058,540.58
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		2.30%	3.02%	3.42%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			(1.28%)	.23%	.38%
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**N/A**	**N/A**	**N/A**

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	35,046,290.00	35,922,447.00	36,820,508.00	37,741,021.00
Percent Change from Previous Year		**2.50%**	**2.50%**	**2.50%**
Basic Aid Standard (percent change from previous year, plus/minus 1%):		**1.50% to 3.50%**	**1.50% to 3.50%**	**1.50% to 3.50%**

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	**N/A**	**N/A**	**N/A**

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	36,573,759.00	37,431,804.00	38,316,253.00	39,222,344.00
District's Projected Change in LCFF Revenue:		2.35%	2.36%	2.36%
Basic Aid Standard		**1.50% to 3.50%**	**1.50% to 3.50%**	**1.50% to 3.50%**
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2022-23)	23,750,032.17	28,462,991.35	83.4%
Second Prior Year (2023-24)	22,944,895.29	27,274,677.84	84.1%
First Prior Year (2024-25)	27,060,551.00	31,901,944.00	84.8%
		Historical Average Ratio:	84.1%

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**81.1% to 87.1%**	**81.1% to 87.1%**	**81.1% to 87.1%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2025-26)	24,504,221.00	28,496,943.00	86.0%	Met
1st Subsequent Year (2026-27)	25,101,958.00	29,115,260.00	86.2%	Met
2nd Subsequent Year (2027-28)	25,654,570.00	29,805,127.00	86.1%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	(1.28%)	.23%	.38%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-11.28% to 8.72%**	**-9.77% to 10.23%**	**-9.62% to 10.38%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-6.28% to 3.72%	-4.77% to 5.23%	-4.62% to 5.38%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2024-25)	1,389,244.00		
Budget Year (2025-26)	1,197,410.00	(13.81%)	Yes
1st Subsequent Year (2026-27)	1,048,324.00	(12.45%)	Yes
2nd Subsequent Year (2027-28)	1,048,324.00	0.00%	No

Explanation: (required if Yes) Due to decrease in Title I and Migrant Education Program

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2024-25)	6,593,308.00		
Budget Year (2025-26)	4,405,456.00	(33.18%)	Yes
1st Subsequent Year (2026-27)	4,422,533.00	.39%	No
2nd Subsequent Year (2027-28)	4,442,456.00	.45%	No

Explanation: (required if Yes) Due to one time funding of Golden State Pathways Program Grant in 24/25

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2024-25)	3,918,699.00		
Budget Year (2025-26)	3,876,576.00	(1.07%)	No
1st Subsequent Year (2026-27)	3,895,056.00	.48%	No
2nd Subsequent Year (2027-28)	3,916,616.00	.55%	No

Explanation: (required if Yes)

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2024-25)	1,963,594.00		
Budget Year (2025-26)	1,467,022.00	(25.29%)	Yes
1st Subsequent Year (2026-27)	1,481,632.00	1.00%	No
2nd Subsequent Year (2027-28)	1,498,677.00	1.15%	No

Explanation: (required if Yes) 25/26 Excludes one-time revenues and carryover grants

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2024-25)	9,024,011.00		
Budget Year (2025-26)	7,343,424.00	(18.62%)	Yes
1st Subsequent Year (2026-27)	7,349,178.00	.08%	No
2nd Subsequent Year (2027-28)	7,469,137.00	1.63%	No

Explanation: (required if Yes) 25/26 Excludes one-time revenues and carryover grants

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2024-25)	11,901,251.00		
Budget Year (2025-26)	9,479,442.00	(20.35%)	Not Met
1st Subsequent Year (2026-27)	9,365,913.00	(1.20%)	Met
2nd Subsequent Year (2027-28)	9,407,396.00	.44%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2024-25)	10,987,605.00		
Budget Year (2025-26)	8,810,446.00	(19.81%)	Not Met
1st Subsequent Year (2026-27)	8,830,810.00	.23%	Met
2nd Subsequent Year (2027-28)	8,967,814.00	1.55%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Federal Revenue (linked from 6B if NOT met): Due to decrease in Title I and Migrant Education Program

Explanation: Other State Revenue (linked from 6B if NOT met): Due to one time funding of Golden State Pathways Program Grant in 24/25

Explanation: Other Local Revenue

(linked from 6B
if NOT met)

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

25/26 Excludes one-time revenues and carryover grants

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

25/26 Excludes one-time revenues and carryover grants

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exlude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? — Yes

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) — 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)	46,676,090.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	46,676,090.00	1,400,282.70	2,244,540.00	Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- [ ] Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- [ ] Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- [ ] Other (explanation must be provided)

Explanation: (required if NOT met and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2022-23)	Second Prior Year (2023-24)	First Prior Year (2024-25)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	568,566.29	1,529,675.39	1,627,953.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	1,159,429.40	0.00
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	(.28)
	e. Available Reserves (Lines 1a through 1d)	568,566.29	2,689,104.79	1,627,952.72
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	48,533,379.12	48,360,837.97	54,264,983.00
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	48,533,379.12	48,360,837.97	54,264,983.00
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	1.2%	5.6%	3.0%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**.4%**	**1.9%**	**1.0%**

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2022-23)	(2,599,012.73)	28,632,991.35	9.1%	Not Met
Second Prior Year (2023-24)	2,130,709.71	27,582,276.42	N/A	Met
First Prior Year (2024-25)	(485,487.00)	32,214,060.00	1.5%	Not Met
Budget Year (2025-26) (Information only)	1,005,110.00	28,796,943.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Unrestricted deficit spending has exceeded the standard percentage levels for two or more of the previous three fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budgets, and what change, if any, will be made to ensure that the subsequent budgets are balanced within the standard.

Explanation: (required if NOT met)	The district implemented a Fiscal Stabilization Plan

9. CRITERION: Fund and Cash Balances

A. Fund Balance STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level [1]	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 250,000
0.3%	250,001 and over

[1] Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):	2,306
District's Fund Balance Standard Percentage Level:	**1.0%**

9A-1. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2022-23)	3,132,313.65	3,132,313.65	0.0%	Met
Second Prior Year (2023-24)	533,300.92	533,300.92	0.0%	Met
First Prior Year (2024-25)	2,664,010.63	2,664,010.63	0.0%	Met
Budget Year (2025-26) (Information only)	2,178,523.63			

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9A-2. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

B. Cash Balance Standard: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1: Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2025-26)	8,917,134.60	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:

(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or $88,000 (greater of)	0 to 300
4% or $88,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and over

[1] Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	2,303	2,224	2,139
District's Reserve Standard Percentage Level:	**3%**	**3%**	**3%**

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? No

2. If you are the SELPA AU and are excluding special education pass-through funds:

   a. Enter the name(s) of the SELPA(s):

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	48,235,039.00	49,048,052.00	49,939,002.00
2.	Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	48,235,039.00	49,048,052.00	49,939,002.00

4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	1,447,051.17	1,471,441.56	1,498,170.06
6.	Reserve Standard - by Amount ($88,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	**District's Reserve Standard (Greater of Line B5 or Line B6)**	**1,447,051.17**	**1,471,441.56**	**1,498,170.06**

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,447,052.00	1,471,442.00	1,498,171.00
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	2,718,954.63	3,660,824.63
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(.48)	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	0.00	
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	1,447,051.52	4,190,396.63	5,158,995.63
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.00%	8.54%	10.33%
	District's Reserve Standard (Section 10B, Line 7):	**1,447,051.17**	**1,471,441.56**	**1,498,170.06**
	Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? — No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? — No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? — No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? — No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: **-10.0% to +10.0% or -$20,000 to +$20,000**

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**				
First Prior Year (2024-25)	(9,738,299.00)			
Budget Year (2025-26)	(8,807,146.00)	(931,153.00)	(9.6%)	Met
1st Subsequent Year (2026-27)	(9,073,122.00)	265,976.00	3.0%	Met
2nd Subsequent Year (2027-28)	(9,383,423.00)	310,301.00	3.4%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2024-25)	3,534,044.00			
Budget Year (2025-26)	0.00	(3,534,044.00)	(100.0%)	Not Met
1st Subsequent Year (2026-27)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2024-25)	312,116.00			
Budget Year (2025-26)	300,000.00	(12,116.00)	(3.9%)	Met
1st Subsequent Year (2026-27)	309,060.00	9,060.00	3.0%	Met
2nd Subsequent Year (2027-28)	319,630.00	10,570.00	3.4%	Met

1d. **Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. NOT MET - The projected transfers in to the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timelines, for reducing or eliminating the transfers.

Explanation: (required if NOT met)

One time transfer from Fund 40 in 24/25

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation: (required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information: (required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
   (If No, skip item 2 and Sections S6B and S6C) — Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	SACS Fund and Object Codes Used For: Debt Service (Expenditures)	Principal Balance as of July 1, 2025
Leases				
Certificates of Participation				
General Obligation Bonds		FD 51	Object 7433 & 7434	132,935
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences		All Funds	All Funds	570,278
Other Long-term Commitments (do not include OPEB):				
TOTAL:				703,213

Type of Commitment (continued)	Prior Year (2024-25) Annual Payment (P & I)	Budget Year (2025-26) Annual Payment (P & I)	1st Subsequent Year (2026-27) Annual Payment (P & I)	2nd Subsequent Year (2027-28) Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds	7,618,175	7,060,725	7,053,150	
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	7,618,175	7,060,725	7,053,150	0
Has total annual payment increased over prior year (2024-25)?		**No**	**No**	**No**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes to increase in total annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5) — No

2. For the district's OPEB:

a. Are they lifetime benefits? — No

b. Do benefits continue past age 65? — No

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

	Self-Insurance Fund	Governmental Fund

4. OPEB Liabilities

a. Total OPEB liability	
b. OPEB plan(s) fiduciary net position (if applicable)	
c. Total/Net OPEB liability (Line 4a minus Line 4b)	0.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	

5. OPEB Contributions

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method			
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	0.00		
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)			
d. Number of retirees receiving OPEB benefits			

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	
b. Unfunded liability for self-insurance programs	

4. Self-Insurance Contributions

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of certificated (non-management) full - time - equivalent(FTE) positions	146	148	148	148

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? — No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	181,088		
		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
7.	Amount included for any tentative salary schedule increases	0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments			
3.	Percent change in step & column over prior year	2.0%	2.0%	2.0%

Certificated (Non-management) Attrition (layoffs and retirements)		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are savings from attrition included in the budget and MYPs?	Yes	No	No
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of classified(non - management) FTE positions	128	133	133	133

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	98,900

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
7. Amount included for any tentative salary schedule increases	0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year	2.0%	2.0%	2.0%

Classified (Non-management) Attrition (layoffs and retirements)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Are savings from attrition included in the budget and MYPs?	Yes	No	No
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of management, supervisor, and confidential FTE positions	31	31	31	31

Management/Supervisor/Confidential
Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? N/A

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits: 42,433

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
4. Amount included for any tentative salary schedule increases	0	0	0

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Management/Supervisor/Confidential Step and Column Adjustments	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step and column adjustments			
3. Percent change in step & column over prior year	2.0%	2.0%	2.0%

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Are costs of other benefits included in the budget and MYPs?		Yes	Yes
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 26, 2025

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	Yes

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
Drew Gamet, Bond Program Fiscal Director
Roger Anchartechahar, Senior Project Manager, Vanir Construction
CATEGORY: Information/Presentation
ITEM TITLE: Districtwide Bond Facilities Project Update Presentation

BACKGROUND INFORMATION

The Cabrillo Unified School District continues its commitment to enhancing educational environments, safety, and student experiences through a comprehensive modernization and improvement plan across multiple school sites. This report provides an update on ongoing and upcoming projects funded through designated facilities budgets and donor contributions.

REPORT/PROPOSAL

The report includes progress highlights on key projects, anticipated timelines, and next steps in the district's facilities program.

FISCAL ANALYSIS

The update contains no additional spending.

RECOMMENDATION

Receive report for file.

Prepared by: *Drew Gamet*

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Districtwide Bond Facilities Project Update

Drew Gamet - Bond Program Fiscal Project Director

Roger Anchartechahar - Senior Project Manager, Vanir Construction Management

June 26, 2025

District Projects

- Farallone View- Repairs to Le Conte Avenue, painting of buildings C & D, additional fencing to CCP entrance
- Hatch Elementary shade structure- Multiple bids incoming
- Kings Mountain- Painting completed and bids for shed demolition incoming
- Replacement of turf at HMBHS Baseball field & Cunha soccer field- in progress
- HMBHS Facilities Master Planning- in progress

CUSD Full Facilities Picture

- Some sites still have undersized classrooms
- Some buildings may have had light modernization, but need MORE
- Opportunities for ongoing partnerships across the district
- District-wide FMP needs to be updated

There will be more projects coming…

Measure M,S & K Bond Program Schedule

1. **Farallone View Elementary School Modernization**
    a. Construction: 8/1/2023 - 8/1/2025
2. **El Granada Elementary School Phase 1 Modernization**
    a. Construction: 6/5/2024 - 7/30/2025
3. **El Granada Elementary School Phase 2 Modernization**
    a. Temp. Housing Construction: 6/9/2025 - 08/4/2025
    b. Building K Construction: 6/18/2025 - 12/15/2025
    c. Building A Construction: 7/15/2025 - 7/17/2026
4. **Replacement of Turf at HMBHS Baseball field & Cunha Soccer Field**
    a. Cunha Construction: 6/9/2025 - 9/5/2025
    b. HMBHS Construction: 6/16/2025 - 9/5/2025

Farallone View Elementary School Modernization

- Construction Company: CORE Construction Inc.
- Architect: 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
  - Excellent Progress With Construction

Farallone View Construction Progress Photos





CUSD CABRILLO UNIFIED SCHOOL DISTRICT
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Farallone View B Bldg. & Staff Parking





El Granada Elementary School

- Construction Company:– Rodan Builders
- Architect: Quattrocchi 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)
  - New Building C Construction – In Progress
  - Modernizing Buildings A,D, K, M – DSA Approval In Progress
- Coastal Development Permit for Parking Lot Lighting:
  - Oct 2024–Sept 2025

Inner Courtyard Stucco & Canopy Complete Sitework Seat Walls & Sidewalks Progress





Sheetrock Taping In Progress





CUSD CABRILLO UNIFIED SCHOOL DISTRICT
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Cunha MS Soccer & HMBHS Baseball Fields Replacement Project

- Construction Company:– AstroTurf
- Architect: Verde Design, Inc.
- Budget: $6,349,994
- Construction Schedule: 6/5/2025 – 9/5/2025
- Status: 5/15/2025 Board Approval

  A. Cunha Middle School Soccer Turf Demo in Progress

  B. HMBHS Baseball Turf Demo in Progress

Cunha Middle School Demolition Progress



CUSD CABRILLO UNIFIED SCHOOL DISTRICT
Every Student, Every Day!

HMBHS Fencing Installed



Questions?

Thank you!

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SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Jenifer Marsh, Chief Business Officer
CATEGORY: Action
ITEM TITLE: Approval of Agreement with Crisp Imaging for Secure Document Digitization and Retention Services

BACKGROUND INFORMATION

Cabrillo Unified School District continues to prioritize the secure management, storage, and retrieval of sensitive and classified records. To ensure ongoing compliance with state retention laws and improve operational efficiency, the District has reviewed service providers with expertise in secure document digitization and retention.

REPORT/PROPOSAL

The District proposes entering into an agreement with Crisp Imaging, a leading provider of digital document solutions for school districts across California. Crisp Imaging offers a full suite of secure, CASBO-compliant services, including:

- Vetted employees with background checks via live scan
- Secure transportation and storage of records
- Advanced scanning using Optical and Intelligent Character Recognition (OCR/ICR)
- Liability protection and cybersecurity insurance
- Eco-friendly purging and shredding of outdated files

Crisp Imaging's local operations and commitment to data security make them a reliable partner in the District's efforts to modernize and safeguard its document infrastructure.

FISCAL ANALYSIS

The costs associated with this agreement will be determined based on the volume and scope of the digitization services. The proposed services are expected to reduce internal labor and storage costs while improving compliance and access. This will be funded through Special Reserves for Capital Outlay (Fund 40).

RECOMMENDATION

Staff recommends that the Governing Board approve the agreement with Crisp Imaging for secure document digitization, transportation, and retention services.

Prepared by: *Holly Lynne*

Estimate Agreement

Cabrillo Unified School District June 11, 2025

Subject: Scanning
Contact: Dr. Ramon Miramontes
Address: 198 Kelly Ave, Half Moon Bay, CA 94019

The following estimate is based upon 2,266 standard banker boxes, not an actual count. This provides us with the basis to produce an estimate with a firm unit price of $0.09 per scan and other unit prices favorable to Cabrillo USD. Furthermore, this estimate is based upon a standard banker's box holding 2,500 single-sided documents, therefore, an estimated 5,665,000 single-sided sheets. Crisp will work with the District to identify the indexing up to 3 fields for each department/ document type.

Scope of Work:

The Crisp team will box and label (if applicable) all boxes with the district name, department, unique number and date of pickup. Crisp will provide a digital list of all boxes and their departments as a chain of custody. Boxes will be palletized and loaded onto a vehicle for transportation back to our secure facility. Boxes will be verified and notification sent to the District champion upon arrival. Crisp Imaging will sort and provide guidance for shred of documents based on the CASBO destruction of documents manual. A list of boxes that have been deemed shred approval will be sent to the District for approval and signature required for release. Documents approved for scanning will be prepared by removing bindings, staples, paper clips, and placing post-it notes in an area that does not cover existing text or on the back of the sheet. All sheets are considered single sided, documents with text on the back will be considered two scanned images. Documents will be scanned at 300 DPI in black and white and 200DPI for color. Scans are verified for accuracy, rotated, saved as multipage PDF and indexed by the pre-determined naming conventions. OCR scanning is performed on the final PDF before digital data is submitted to Cabrillo USD. Should the district need a document housed at Crisp, a team member will retrieve the record, scan and submit via secure link to the authorized requester within 24hours. All work is performed by Crisp Imaging vetted direct employees, performed in the state of California. No work is sourced by sub-contractors overseas.

Below you will find the estimated fees. Please note the amount proposed may increase or decrease based on the condition of documents and the actual number of documents presented. The actual final count will be determined at the time of scanning. Crisp will provide monthly progress billing.

Fees:

Qty	Description	Cost	UOM	Estimated
5	Project Management / Catalog	$950.00	daily	$4,750.00
1	Transportation	$5,000.00	one time	$5,000.00
5,665,000	Scan up to 11 x 17 – 300 DPI BW or Color (doc prep included)	$0.09	per image	$509,850.00
5,665,000	Index up to 3 fields (OCR & multipage)	$0.005	per image	$28,325.00
1	Hard Drive of scanned documents	$0.00	each	$0.00
2,266	Shredding - Standard banker box	$7.00	each	$15,862.00
			total	$563,787.00
	Labor – complex / delicate original documents	$65.00	hour	

By signing below, you agree to proceed with work and accept the unit price above. You acknowledge the actual final scanned count will be determined at the time of scanning and invoiced actual quantity scanned which may be less than or greater than the estimated amount above.

Accepted and Agreed upon the terms above:

Cabrillo Unified School District

Signature: _____

Name: _____

Date: _____

Accepted and Agreed:

Crisp Imaging, Inc.

Signature: _____

Name: _____

Date: _____

The pricing above is guaranteed for thirty (30) days from the date of this proposal. Thereafter, the pricing may be updated to reflect current pricing.

Sales Agreement

Cabrillo Unified School District June 11, 2025

Subject: Docu-Dock
Contact: Dr. Ramon Miramontes
Address: 198 Kelly Ave, Half Moon Bay, CA 94019

Software: DOCU-DOCK is a simple and easy-to-use yet powerful web application. This product contains dynamic attributes providing customized quick search capability to view, download and share documents. Highly secure with convenient access, site stability and complete online and email technical support.

Fees:

Implementation:
Create custom landing page, set up folder structure, code preferred attributes, upload digital assets to assigned folders, test functionality and provide scheduled online training for all essential staff. This one-time implementation fee will be billed and due prior to access being granted to the subscribed software.

Onetime fee:
$20,000.00

Software Subscription:

Initial term options are defined below for software subscription, billed monthly, includes 60 authorized user seats, 1 terabyte of digital data storage, tech support Monday through Friday, 8am – 4pm, excluding holidays. Docu-Dock supports the latest version of Chrome, Firefox, Edge or Safari**.**

Two Year Contract	Three Year Contract	Five Year Contract
$39,600.00	**$54,000.00**	**$78,000.00**

Accepted and Agreed:

Cabrillo Unified School District

Signature: _____

Name: _____

Date: _____

Accepted and Agreed:

Crisp Imaging, Inc.

Signature: _____

Name: _____

Date: _____

The pricing above is guaranteed for sixty (60) days from the date of this proposal. Thereafter, the pricing may be updated to reflect current pricing.

CRISPIMAGING

Data and Fact Sheet

Overview

Docu-Dock is a simple and easy-to-use yet powerful web application. This product contains dynamic attributes providing customized quick search capability to view, download, print and distribute documents. Highly secure with client controlled access, site stability uptime of 99.99% and complete online and email technical support.

Access

Unlimited amount of authorized users can access via the purchase of license seats.

Consultative Support

Access to support staff via phone or email; available Monday through Friday 8am to 4pm excluding weekends and holidays.

Flexible Attributes

Dynamic Attributes can be defined differently for account, project, folder, etc. This adds a lot of value and speed to the storage, searching and access of your information.

Custom HTML Landing Pages

Maps, clickable regions, sites, etc. unique to each customer can all be accessed quickly and easily in fast loading HTML web pages.

Security

Docu-Dock runs over secure HTTP**S** (secure socket layer or SSL), encrypting web traffic between the user and Amazon Web Services (AWS). Any attempt to load the application over unsecured HTTP will be redirected to HTTPS.

File Storage

Files are stored in private storage with all public access blocked. All uploaded Docu-Dock files are stored in secure permanent storage. When an authenticated user clicks on a file in Docu-Dock to view or download it, the application generates a temporary signed URL granting access to the one requested file.

Network Defense

Docu-Dock uses AWS Security Groups to restrict access to the web and database servers, limiting which ports are allowed through.

High Performance/Load Balancer

Docu-Dock uses an AWS Application Load Balancer (ALB) in front of the web servers. All web traffic is directed through the ALB, instead of directly to the webserver IP addresses. This provides several benefits:

- The two servers provide redundancy. If either fails, the ALB routes all traffic to the other, without needing to update DNS.
- Either web server can be replaced anytime, with the replacement simply attached to the ALB.
- The ALB handles the HTTPS termination. AWS Certificate Manager issues and renews the SSL/TLS certificate and directly keeps it updated on the ALB.

Reliability

Docu-Dock is monitored through a variety of metrics to help ensure the application is performing optimally for all customers. Docu-Dock main application URL is verified every minute from multiple places around the world. This verifies that Docu-Dock is online and available.

Maintenance tasks we routinely manage to keep Docu-Dock running efficiently are:

- Verify database snapshots are occurring
- Apply system updates to Docu-Dock servers
- Facilitate database version upgrades
- Review performance metrics and resize servers as needed

We have application dashboards and alerts set up to notify us of any condition that may cause latency in Docu-Dock.

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
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Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of the 2025-26 Site and District Professional Development Plan

BACKGROUND INFORMATION

Cabrillo Unified School District is an exemplary learning community committed to valuing our distinct cultural identities and to "develop critical thinkers and socially responsible citizens who actively participate in their learning and development and are fully prepared to embrace their next challenge." Professional development is one of the most significant capacity-building investments we can make to support the academic and social achievement of all CUSD students.

The Cabrillo Unified School District values professional development as fundamental to our Local Control Accountability Plan (LCAP). The 2025-26 Staff and District Professional Development Plan is directly linked to the district's Strategic Plan, Local Control Accountability Plan (LCAP) goals, and school site Single Plan for Student Achievement (SPSA) goals. We continue using our Multi-Tiered System of Support (MTSS) framework while weaving the thread of equity to make our plan a whole. This 2025-26 Staff and District Professional Development Plan has been developed in collaboration with our site educators and principals to provide meaningful learning opportunities aligned to our district foci and meet each site's individual professional development needs.

Per the CUSD-CUTA contract, the 2025-26 Site and District Staff Development Plan includes one full day of professional development and six early-release "Super" Fridays. The six early-release Super Fridays include two district-wide days, two site-based days, and two teacher-based days. Due to the most recent CUTA negotiated contract, district-wide principal and teacher based professional development topics will be planned early Fall 2025. These professional development plans support the Strategic Education Plan (Local Control Accountability Plan – LCAP) goals of literacy and reclassification, college and career readiness, and school climate.

FISCAL ANALYSIS

Professional Development Funding are mainly funded through categorical, grants, and LCFF Supplemental.

RECOMMENDATION

Staff recommends approval of the 2025-26 Site and District Professional Development Plan.

Prepared by: *Josefina Infanzon*

Elementary Professional Development Plan
SUPER FRIDAYS
2025-2026

ELEMENTARY DATES	HATCH	EL GRANADA	FARALLONE VIEW	KINGS MOUNTAIN
District-based Year-long Theme	**STUDENT ENGAGEMENT (i.e. chronic absenteism/attendance & Academic Improvement)**	**STUDENT ENGAGEMENT (i.e. chronic absenteism/attendance & Academic Improvement)**	**STUDENT ENGAGEMENT (i.e. chronic absenteism/attendance & Academic Improvement)**	**STUDENT ENGAGEMENT (i.e. chronic absenteism/attendance & Academic Improvement)**
August 11, 2025 (full day): District	Back to School Welcome Event	Back to School Welcome Event	Back to School Welcome Event	Back to School Welcome Event
September 13, 2025 (2 - 2.5 hrs) District 1:30-3:30 pm	**Pupil Services & Personnel Training** (i.e. Mandated Reporting, Pupil Services, and Personnel related topics)			
October 17, 2025 (2 - 2.5 hrs) District 1:30-3:30 pm	**Educational Services Training** Cabrillo Literacy Initative / Science of Reading			
January 30, 2026 (2 - 2.5 hrs) 1:30-3:30 pm	TBD Fall 2025	TBD Fall 2025	TBD Fall 2025	TBD Fall 2025
February 27, 2026 (2 - 2.5 hrs) 1:30-3:30 pm	TBD Fall 2025	TBD Fall 2025	TBD Fall 2025	TBD Fall 2025
March 27, 2026 (2 - 2.5 hrs) 1:30-3:30 pm	TBD Fall 2025	TBD Fall 2025	TBD Fall 2025	TBD Fall 2025
April 24, 2026 (2 - 2.5 hrs) 1:30-3:30 pm	TBD Fall 2025	TBD Fall 2025	TBD Fall 2025	TBD Fall 2025

Secondary Professional Development Plan
SUPER FRIDAYS
2025-2026

SECONDARY DATES	HMBHS	PILARCITOS	CUNHA
District-based Year-long Theme	**STUDENT ENGAGEMENT (i.e. chronic absenteeism/attendance & Academic Improvement)**	**STUDENT ENGAGEMENT (i.e. chronic absenteeism/attendance & Academic Improvement)**	**STUDENT ENGAGEMENT (i.e. chronic absenteeism/attendance & Academic Improvement)**
August 11, 2025 (full day): District	Back to School Welcome Event	Back to School Welcome Event	Back to School Welcome Event
September 13, 2025 (2 - 2.5 hrs) District 1:30-3:30 pm	**Pupil Services & Personnel Training** (i.e. Mandated Reporting, Pupil Services, and Personnel related topics)		
October 17, 2025 (2 - 2.5 hrs) District 1:30-3:30 pm	**Educational Services Training** Academic Improvement (i.e. AI)		
January 30, 2026 (2 - 2.5 hrs) 1:30-3:30 pm	TBD Fall 2025	TBD Fall 2025	TBD Fall 2025
February 27, 2026 (2 - 2.5 hrs) 1:30-3:30 pm	TBD Fall 2025	TBD Fall 2025	TBD Fall 2025
March 27, 2026 (2 - 2.5 hrs) 1:30-3:30 pm	TBD Fall 2025	TBD Fall 2025	TBD Fall 2025
April 24, 2026 (2 - 2.5 hrs) 1:30-3:30 pm	TBD Fall 2025	TBD Fall 2025	TBD Fall 2025

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
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MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services
Jennifer Marsh, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of 2024-25 Consolidated Application

BACKGROUND INFORMATION

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 2024-25 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 2024-25 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.

FISCAL ANALYSIS

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 allocations formulae. 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 2024-25 Consolidated Application request for funding.

Prepared by: *Josefina Infanzon*

2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
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MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent Educational Services
Lisa Longaker, CTE Coordinator
CATEGORY: Consent/Action
ITEM TITLE: Approval of Collaborative Education Advisors Agreement to Support CUSD & SSFUSD with K12SWP R7 CTE initiatives & services

BACKGROUND INFORMATION

Cabrillo Unified School District (CUSD) has been awarded a Round 7 Strong Workforce Grant (K12SWP R7) in partnership with South San Francisco Unified School District (SSFUSD), Collaborative Education Advisors (CEdAd), a vendor approved and endorsed by the San Mateo County Office of Education, and Skyline College. CUSD will act as the fiscal agent for the consortium. This MOU allows CUSD to act as the fiscal agent to disburse funds to SSFUSD and provide additional services for both districts from CEdAd per the grant work plan and budget narrative.

CEdAd has prepared a 3 year Scope of Work (SOW) from 2024-25 through 2026-27 to support CUSD and their partner, South San Francisco Unified School District (SSFUSD) goals, initiatives, districts, programs, staff and students with the K12SWP R7 initiatives, supporting the work plan for the Career Technical Education (CTE) services and initiatives to support the metrics growth and support of program in both districts as outlined by the R7 workplan and budget.

FISCAL ANALYSIS

The CEdAd K12SWP R7 SOW proposed cost for 2024-25 through 2026-27 is a total cost of $292,892 for implementing Y1, Y2 and Y3 that will be paid from the total SWF R& grant award of $945,917. These funds will be dispersed to CUSD, SSFUSD, and to CEdAd for services including planning and materials for middle school and high school field trips, training and workshops, support, coordination, and organization of annual industry CTE off site experiences, 8th grade CTE Expo Days (planning, materials, training and staffing), AI and STEAM innovation challenges at Skyline College on College Expo Days, organization of annual industry CTE aligned community college field trips with workshops for students and teacher PD on AI and STEAM project based learning as needed; course design/ strategic planning with Skyline College and business partners, and CTE credentialing support. CUSD will receive the indirect costs of the entire grant award (4% maximum allowable by SWP) $36,385, for providing fiscal agency for the grant cycle.

The payment timeline of the total cost proposed will be as follows:

Deposit $40,000 due upon contract signing, Invoice 1
Invoice 2 Due September 1, 2025 $40,000
Invoice 3 Due December 1, 2025 $30,000
Invoice 4 Due March 1, 2026 $40,000
Invoice 5 Due June 1, 2026 $30,000
Invoice 6 Due September 1, 2026 $40,000
Invoice 7 Due December 1, 2026 $40,000
Invoice 8 Due March 1, 2027 $36,892

RECOMMENDATION

Approve as submitted.

Prepared by: *Josefina Infanzon*

CollaborativeEdAdvisors@gmail.com
www.collaborativeeducationadvisors.com
Office: 510-462-2659

Cabrillo Unified School District
CC: SSFUSD
RE: K12SWP R7

4/2/25

Dear Lisa,

Attached please find the **24-25 through 26-27**, 3-year Scope of Work (SOW) for Collaborative Education Advisors' (CEdA) team of dedicated team to support Cabrillo Unified School District (CUSD), and their partner, South San Francisco Unified School District's (SSFUSD) goals, initiatives, districts, programs, staff and students specifically with the K12 SWP R7 initiatives, supporting the work plan for CTE services and initiatives to support the metrics and goals of the aforementioned K12SWP R7 grant, grand jury report initiatives, and strategic growth and support of program in both districts as outlined by the R7 workplan and budget.

This emphasizes the discussed services that will be explored and/ or implemented based on the K12SWP R7 timeline for the project beginning 24-25 through 2026-27 academic years, as will be determined by shareholders and administration per the strategic planning component. This is a 3-year scope of work, establishing CUSD and SSFUSD as priority clients, per need and funding.

A. Budget Code 5000 Services and Operating Expenses:

- ☐ Support growth of MS CTE content and through lines of MS to HS CTE Pathway→ through content, coaching and curriculum resources, creating a bridge for MS Students and Teachers to secondary and post secondary CTE pathways.
- ☐ Integrate training from Intel AI for Youth/ AI For Future Workforce,expertise in MS CTE STEM Drone and AI Workshops at Skyline through this grant, and CTE Expo Days
- ☐ Perform 1-2 weeks of direct programming w/teacher of record Alt Ed and 8th to 9th Summer Bridge,CTE Exploring STEM Careers Masterclass incl. all resources/ materials & 5:1 staffing for up to 20 students (SSFUSD and CUSD)
- ☐ Participate in MS/HS grade CTE Expo Days planning including offering staffing & Materials for on campus AI / Drone and STEAM innovation Challenges at Skyline college on Community College Expo Days, support organization of 4-6 annual MS Industry CTE aligned Community College Field trips with workshops for students.
- ☐ MS/ HS teacher PD on AI and STEAM as requested

- ☐ PBL as needed; Course design/ Calendar Strategic Plan with Skyline & AI and Drone Content R & D and Approval
- ☐ Development of MS annual survey to plan new and existing pathway interests for incoming new HS Students.
- ☐ Collection and evaluation of data Post Industry Innovation Days, CC visits,& Masterclasses to capture student voice
- ☐ Support CTE HS Pathway ambassador roles and responsibilities for recruitment and showcasing of their pathways, train ambassadors as needed to work with MS at Industry Innovation Days, CC Visits and CTE Expos.
- ☐ Aligned Industry Partner/Job Shadow MS Innovation Days Fieldwork Coordination & Event Support Year 1 and 2 for identified 7th and 8th graders
- ☐ Designated subject credentialing analysis and coaching for new MS/ HS CTE teachers to expand opportunities and DSC credentialed teachers, New CTE teacher externship training during masterclasses as needed.
- ☐ Work with coordinators at district level for fieldwork and elective planning, CC visits, and long and short term strategic planning
- ☐ CTE Expo facilitation, workshops and coordination to expose 8th grade students to pathways and CTE 101 available as they matriculate to district High School of choice.

24-25 through 26-27 K12SWP R7 Scope of Work

The highly skilled and dedicated team of educational and technology professionals at Collaborative Education Advisors (CEdAd) as noted above, with both CUSD and SSFUSD districts. This quote is based on a multi-tiered relationship with CUSD and SSFUSD staff and students and prior discovery around the work plan needs and strategic plans for CTE in the upcoming years. This quote is phased in nature per outlined needs, initial and ongoing need and budget constraints and an ongoing satisfactory performance in prior years with the CEdA team.

Note, we have continued to discount **our hourly quote a professional consideration for previous/ existing work in other areas of the educational landscape, of -$50.00 per hour of our current $200.00 per hour rate)**

CollaborativeEdAdvisors@gmail.com
www.collaborativeeducationadvisors.com
Office: 510-462-2659

K12SWP SOW Cost: 24-25 through 26-27 $292,892

Total Cost for implementing Y1/ Y2 /Y3 K12SWP R7 Work.
Invoice and payment timeline will be:
Deposit $40,000.00 Due upon contract signing (Invoice 1 Attached)
Invoice 2 Due September 1, 2025 $40,000
Invoice 3 Due December 1, 2025 $30,000
Invoice 4 Due March 1, 2026, $40,000
Invoice 5 Due June 1, 2026 $30,000
Invoice 6 September 1, 2026 $40,000
Invoice 7 December 1, 2026 $40,000
Invoice 8 March 1, 2027 $36,892

***Pricing Disclaimer:** Each SOW is treated as a stand-alone section. If an agreement is made to consolidate multiple phases/ years in an "All In" format, there are efficiencies in pricing that could be generated, and can be discussed at a later time upon CUSD's signed agreement.*

Any hours above this estimate will be communicated in writing prior to billing. Addendums for additional hours, need dependent will be created on this existing pricing, unless otherwise discussed/ quoted.

Included Fees/ Timeline

- Our standard hourly rate for public schools in this depth of consultation and direct programming is $200/hr at an estimated, for this work timeframe. A professional consideration/in-kind discount 25% ($150/hr) is locked-in for 3 years until 2025-26, based on initial relationship.
- Hours noted include development, in person and remote work 1:1-3:1+ direct instruction and development staff ratio dependent on content area, research, background, and status/ needs of courses/ project needs.
- Fees includes preparation, digital and in-person meetings, student direct instruction as well as travel time and lodging expenses and all CEdA staffing expenses, liability coverage and benefits.
- Will provide continuous work upon signed SOW, and identify priorities and benchmarks then
- Due to the nature and timeline of this S)W, billing will be NET 15. **A deposit of $40,000.00** is required and initial hours and equipment/ materials purchasing and custom program development will be billed against this deposit.

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CEdAd
COLLABORATIVE EDUCATION ADVISORS™

About Collaborative Education Advisors

The team of Subject Matter Experts, Teacher-prenerus and Ed Tech UI// Ux experts creates and leads transformative experiences where individuals, teams and professional learning communities can envision a better future and activate positive change in their schools and their own practices. Our staff comes from a plethora of experience in creating engaging educational change for teachers, students, districts and regions.

Our approach draws on existing educational team, facility, and community strengths, and connects social assets to research validated practice and data. Through the collaborative process, this team creates and implements engaging curriculum development and training, targeted instructional coaching, instructional facility design and reshaping facilities and practices for pluralistic utilization, rigor & positive change. This dedicated team has over 100 years of combined experience in formal K-16 education and community training, facilitating, and consulting services, and digital and event expositions of learning. At Collaborative Education Advisors, our mission is through the collaborative process, to support County Offices, Districts, Schools and Teachers as well as community shareholders and businesses to increase opportunities for children, youth, marginalized adults and their families to succeed and thrive, and for our client organizations, meet and exceed their KPI goals.

This multifaceted team has designed camps, urban and rural public, private, charter and specialized schools, and community-based organizations including labs, learning areas, technology and multimedia spaces, training and prestation areas. They have extensive experience with CTE industry specific facilities sourcing, curriculum and instructional coaching. They create content and outfit STEAM shared spaces, maker spaces, sustainable gardening,culinary, math and instructional art gardens and effective school learning labs. Their deep breadth of the team's experience in project-based learning, educational technology CTE, NGSS and Common Core standards as well as their dedication to the growth mindset and ongoing transparent collaboration allow them to produce engaging, aligned and relevant subject-matter alignment and processes that support growth and success.

CEO Dawn Fregosa is an advocate, teacher, student, facilitator and an instructional voice. She was recognized in 2020 as the NFTE Global Entrepreneurial Educator of the year, and in 2016 as a Microsoft Hero in Education. She's sought after as a keynote and PD presenter across the US and China. In her 25+ years in the field of formal and informal STEAM and core education and youth development, Dawn has served as a Program Director, CEO, Instructional Leader, Digital Designer, Facility Director, National Trainer, Treasurer, Advisory Board Member and Curriculum / Instructional Designer. Dawn holds a BA in Communications Management, and MBA and certification/ credentials in Biology, ELA, Marketing, Sales and Service, Business Finance and, and holds a certificate from Stanford in Design Thinking.

Please forward purchase order data to me as soon as it is approved through your accounting process for monthly invoices. If you have any questions, please contact us at Cell: 408-623-6016 or Office: 510-462-2659. We look forward to hearing from you soon.
Warm Regards,

[redacted]
Dawn Fregosa – CEO

Scope of Work – 2024-2027 K12SWP R7

This is an agreement between CUSD (Cabrillo Unified School District), and representatives and Collaborative Education Advisors CEdA (Fregosa Ventures Inc), the customer and the contracting corporation providing the work. Signatures of representatives signify that all parties as noted above and in the signature area below, agreed to the terms of the 3-year SOW prior to moving forward to deliverables and work beginning. Additional project hours and needs outside this scope of work will be added as an addendum as needed.

Collaborative Education Advisors CEdAd (Fregosa Ventures, Inc.)
Dawn Fregosa-CEO
1220 Begier Ave San Leandro, CA 94577
Cell: 408-623-6016 Office: 510-462-2659
CollaborativeEdAdvisors@gmail.com

[redacted]

Client: Cabrillo Unified School District
Lisa Longaker - CTE Coordinator
Cabrillo Unified School District (Half Moon Bay High School)
498 Kelly Ave,
Half Moon Bay, CA 94019
650) 276-4513
longakerl@cabrillo.k12.ca.us

[redacted]

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Associate Superintendent of Human Resources & Student Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Certificated Personnel

BACKGROUND INFORMATION

1. OFFER OF PROBATIONARY EMPLOYMENT FOR 2025-26

Lindsey Baker, Kindergarten Teacher, Farallone View Elementary School, effective August 11, 2025

Katherine Caperna, Kindergarten Teacher, El Granada Elementary School, effective August 11, 2025

Jeffrey Freeman, Elementary School Counselor, Farallone View Elementary School, effective August 11, 2025

Malaya Orante, TK Teacher, Hatch Elementary School, effective August 11, 2025

2. PROMOTION

Victor Guzman-Contreras, formerly Assistant Principal, Cunha Intermediate School, promoted to Principal of Cunha Intermediate School, effective July 13, 2025

3. REASSIGNMENT

James Barnes, formerly Director of Student Services & Principal of Pilarcitos High School, voluntarily reassigned to Principal of Kings Mountain Elementary, Pilarcitos High School & La Costa Adult School, effective July 1, 2025

Jeff Clinton, formerly Principal at Cunha Intermediate School, voluntarily reassigned to Principal at Hatch Elementary School, effective August 11, 2025

Tyler Heaslet, formerly Special Ed Teacher at Half Moon Bay High School, voluntarily reassigned to RSP Teacher at Cunha Intermediate School and Hatch Elementary School, effective August 11, 2025

Marlena Moran-Ramirez, formerly VAPA Teacher at Hatch Elementary School, voluntarily reassigned to Kindergarten Teacher at Hatch Elementary School, effective August 11, 2025

Brianna Richards, formerly Interim Principal at Hatch Elementary School, voluntarily reassigned to Assistant Principal on Special Assignment, District, effective June 16, 2025

Sheryl Wilson, formerly Kindergarten Teacher at El Granada Elementary School, voluntarily reassigned to TK Teacher at Hatch Elementary School, effective August 11, 2025

FISCAL ANALYSIS

There is no impact to the budget.

RECOMMENDATION

Staff recommends approval of the June 26, 2025 Certificated Personnel Report as submitted.

Prepared by: *Erick Perez*

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Associate Superintendent of Human Resources and Student Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Classified Personnel Report

BACKGROUND INFORMATION

1. OFFER OF PROBATIONARY EMPLOYMENT FOR 2025-26

Azin Robati, Student Data Systems Coordinator, effective June 23, 2025

Caroline Doidge, Board Certified Behavior Analyst (BCBA), Special Education, effective August 1, 2025

Lisa Lewis, TK Aide, Hatch Elementary School, effective August 11, 2025

2. REASSIGNMENT

Bianca Forrester, formerly Associate Superintendent of Human Resources and Student Services to Senior Human Resources Administrator, effective July 1, 2025

FISCAL ANALYSIS

There is no impact to the budget at this time.

RECOMMENDATION

Staff recommends approval of the June 26, 2025, Classified Personnel Report.

Prepared by: *Erick Perez*

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SUPERINTENDENT
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MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Associate Superintendent of Human Resources & Student Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Career Technical Education (CTE) Job Description

BACKGROUND INFORMATION

The Half Moon Bay High School Career Technical Education (CTE) Construction, Building and Trades course is extremely popular with students. However, the District has faced ongoing challenges in recruiting and retaining qualified, engaging instructors for this program.

As part of the District's comprehensive CTE plan, CTE Coordinator Lisa Longaker has collaborated with the Human Resources Office to establish a clear pathway for CTE teacher credentialing. This year, the District successfully negotiated a Memorandum of Understanding (MOU) with our Certificated Association Partners to develop a specialized job description that aligns with CTE credential requirements for Construction, Building and Trades instruction. Importantly, this position does not require traditional teaching credential prerequisites, such as completion of a Bachelor's degree, enabling the District to recruit experienced Construction, Building and Trades professionals directly into the teaching profession.

REPORT PROPOSAL

The Memorandum of Understanding with the Cabrillo Unified Teacher's Association requires approval by the Governing Board.

FISCAL ANALYSIS

The CTE MOU with CUTA partners establishes that Construction, Building and Trades Teachers who do not hold a standard California teaching credential will be compensated at Step 1, Column A of the certificated teacher salary schedule.

RECOMMENDATION

Staff recommend approval as submitted

Prepared by: *Bianca Forrester*

MEMORANDUM OF UNDERSTANDING This Memorandum of Understanding ("MOU") is entered into by and between the Cabrillo Unified School District ("District") and Cabrillo Unified Teachers' Association ("CUTA") (collectively, "Parties").

The Parties recognize that many individuals possess significant and relevant industry expertise and experience that make them well-suited for Career Technical Education ("CTE") instruction, even though they may not hold a traditional bachelor's degree. To prepare for staffing for the 2025-2026 school year, the District seeks to post for CTE position(s) in a timely manner. Accordingly, the Parties wish to address the salary requirements for qualified CTE instructors who meet applicable state and/or credentialing requirements, notwithstanding the absence of a bachelor's degree; modify the language regarding the requirements and qualifications of such individuals; and acknowledge further discussions are needed regarding step and column movement for these individuals.

Therefore, the Parties hereby agree to the following:

1. The requirements and/or qualifications of the Career Technical Education (CTE) Teacher Position, (Building and Construction Trade)will be modified as reflected in **Exhibit A** and posted for recruitment for the 2025-2026 school year.

2. For the 2025-2026 school year only, newly-hired CTE teachers who do not hold a bachelor's degree but who are otherwise qualified shall be placed at Column A, Step 1 of the certificated salary schedule.

3. This MOU expires effective June 30, 2026, unless mutually extended in writing by the Parties.

4. This MOU does not establish a precedent or a binding past practice, and shall not be used or referred to in any way as creating a precedent or past practice.

5. This MOU is entered into voluntarily and satisfies the District's duty to negotiate the matters described herein.

6. By signing below, the Parties warrant that they are authorized to execute this MOU on behalf of their principals.

Dated this 23rd day of May, 2025.

CABRILLO UNIFIED SCHOOL DISTRICT	CABRILLO UNIFIED TEACHERS' ASSOCIATION
[redacted]	[redacted]
Bianca Forrester Associate Superintendent, Human Resources	Joseph Centoni CUTA Co-Bargaining Chair

EXHIBIT A

CABRILLO UNIFIED SCHOOL DISTRICT

POSITION TITLE:
Construction, Building & Trades Career Technical Education, CTE Teacher Job Description

DIRECTLY RESPONSIBLE TO:
Principal, Half Moon Bay High School

REQUIREMENTS/QUALIFICATIONS:
Education and Credentials: Possess a Designated Subjects (DS)/Career Technical Education (CTE) Credential; OR be eligible to apply for a Career Technical Education (CTE) Credential in the subject area: Building and Construction Trades. To be eligible for the CTE preliminary credential, you must have 3 or more years (3,000 hours) of work experience in the Construction Industry (paid or unpaid/volunteer experience qualifies) and Construction trades related fields such as Residential or Commercial Construction, Electrical, Plumbing, Welding, Sheet metal, Architecture, Construction Technology, CAD Design, or Commercial and Industrial Design is necessary to qualify for the position and a CTE credential. Additional skills required are the ability to develop curriculum and effectively provide instruction, current knowledge and experience with industry trends, methodology and practices.

Must be able to provide copies of credentials as required for the position OR provide evidence of qualifying for required credentials with your application materials. A bachelor's degree from a regionally accredited institution is preferred, but not required for Building and Construction Trades.

- Credential Copy OR provide evidence of qualifying for required credentials with your application materials.
- Letter of Introduction
- Letter(s) of Recommendation (3 Letters of Introduction including one from most recent supervisor)
- Resume

COMMENTS AND OTHER INFORMATION:
*This position is for 2 sections of Building and Construction Trades * Rotating block schedule will have different days each week * This position requires an applicant who can work every other day. Previous experience preferred. District offers coverage for health, vision and dental plans for 185-day, prorated to FTE. District contribution for health benefits shall be equal to the annual cost of Kaiser medical employee only plus a monthly contribution of $100 towards either Employee + one or Full Family.

Board Approved: _____

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
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MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Associate Superintendent of Human Resources and Student Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Updated Board Certified Behavior Analyst Job Description

BACKGROUND INFORMATION

The job description has been updated to reflect duties that are better aligned with core responsibilities, ensuring our Distirct's continued commitment to effectively serving students and supporting their academic success.

FISCAL ANALYSIS

This represents a refinement of an existing position rather than the creation of a new role, this position is already reflected in the budget that the CBO presented at the June 12 meeting of the governing board.

RECOMMENDATION

Staff recommend approval of the updated job description.

Prepared by: *Erick Perez and Bianca Forrester*

CABRILLO UNIFIED SCHOOL DISTRICT

POSITION TITLE:
Board Certified Behavior Analyst

PRIMARY FUNCTION:
Under the supervision of the Director of Special Education Services, the Board Certified Behavior Analyst provides direct service to, and instruction and supervision of, individual groups of special education students by performing a variety of instructional support activities. The Board Certified Behavior Analyst plans, organizes, coordinates, and is responsible for providing supportive consulting services to assist staff and families in the development and implementation of comprehensive behavior intervention plans for students. One major role of the Board Certified Behavior Analyst is to coordinate the district wide 504 plans. The Board Certified Behavior Analyst, monitors, and assists paraprofessionals who deal with students with behavior challenges and/or students with behavior plans on his/her caseload.

DIRECTLY RESPONSIBLE TO:
Director of Special Education Services

RELATIONSHIP TO STUDENT ACHIEVEMENT:
Provides support services to staff and to individual students whose behavior significantly impedes their learning process.

DUTIES AND RESPONSIBILITIES:
- Assists Director of Special Education Services with processing referrals of students for behavior intervention plan services
- Coordinates and oversees the 504 plans
- Provides training to teachers, paraprofessionals and parents in appropriate assessment, development, and execution of positive behavioral goals.
- Provides behavioral consultation services to teachers for referred student basis.
- Conducts behavioral assessments for students with complex behavioral problems.
- Consults with school psychologists, teachers and parents as appropriate through IEP team determination.
- Develops and implements appropriate behavior intervention and behavioral goals in a consistent manner appropriate to the individuals' idle settings and per Education Code requirements.
- Implements and/or assists in supervising employees who implement behavioral goals to replace specified maladaptive behavior(s) with alternative acceptable behavior(s).
- Provides in-service training programs for teachers and other staff on behavioral analysis and effective practices regarding positive behavior supports.
- Provides training in the documentation of various behavioral interventions.
  Develops, monitors, and evaluates data collection.
  Participates in Individual Education Plan (IEP) meetings.
- Develops and implements strategies for positive student behavior management.

- Directs and schedules activities of Instructional Assistants who are implementing student behavior plans.
- Makes periodic observations of classroom environments to assure established standards of plan implementation are maintained.
- Confers with school administrators, teachers and site staff concerning individual student progress toward behavior plan goals.
- Assures compliance with governmental regulations, codes, restrictions and reporting requirements concerning those Special Education students affected by his/her services.
- Designs and delivers behavior intervention plans implementation, training, and other related in-service programs, including student-specific intervention training to staff and parents.
- Collaborates in the implementation of individual educational programs with children with ASD.
- Assists staff in the development and implementation of interventions through modeling and/or shadowing techniques. Coordinates the operational aspects of the program.
- Prepares a variety of professionally written documents in a timely manner.
- Performs related duties as required.

JOB QUALIFICATIONS:
Board Certified Behavior Analyst® (BCBA®)
Behavior Intervention experience preferred.
Requires knowledge of:
Applied Behavior Analysis (ABA), psychology and education.
ASD and related disorders
Requires ability to read and write at a level sufficient for the performance of assigned duties including independently producing professionally written reports and documents.
Plan, organize, implement, and supervise a district-wide program.
Visit various work sites and inspect work in progress.
Keep and compile records and reports.
Establish and maintain effective working relationships with parents, district-employees and outside contractors.
Sufficient vision to read fine print and figures*
Sufficient hearing to conduct in person and telephone conversations*
Sufficient physical mobility to move around the facilities*
Physical, mental and emotional stamina to endure long hours, rigid deadlines and periodic workload

EDUCATION AND EXPERIENCE:
Typically a candidate can meet the educational qualifications with a Bachelor of Arts degree in one of the behavioral sciences; however, a Masters degree is preferred.
A minimum of 5 years of working with students with ASD and related disorders in both home and school settings, preferably across age groups.
Experience in interpreting, designing and developing specific educationally necessary program plans for children with Autism and related disorders.

Experience in performance of functional behavior assessments, functional analysis interventions.
Experience and training in a variety of appropriate curriculum, instruction, classroom management and intervention techniques (e.g., communication training, parent training, PECS, Natural Language Paradigm, Pivotal Response training, relation-based intervention, TEACHH, social skills training, positive behavior intervention training, Applied Behavior Analysis, and discrete trial training).
Experience in a supervisory or administrative capacity is desired.

DRIVER'S LICENSE:
Must have a valid California driver's license, and a personal car available, willingness and ability to travel throughout the District for school business as the need arises.

Board Approved: _____

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SUPERINTENDENT
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GOVERNING BOARD
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MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Associate Superintendent of Human Resources and Student Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Assistant Principal on Special Assignment Job Description

BACKGROUND INFORMATION

To ensure consistent service delivery to students, the District seeks greater staffing flexibility. For the 2025-26 school year, the District proposes establishing an Administrator on Special Assignment position and requests approval of the attached job description.

FISCAL ANALYSIS

The fiscal impact was included in the budget presented by the Chief Business Official at the June 12, 2025 meeting of the governing board.

RECOMMENDATION

Staff recommend approval as submitted

Prepared by: *Bianca Forrester*

CABRILLO UNIFIED SCHOOL DISTRICT

POSITION TITLE:
Assistant Principal on Special Assignment

DEFINITION:
Functions as itinerant administrative support at District Schools as assigned

DIRECTLY RESPONSIBLE TO:
Deputy Superintendent of Educational Services

DUTIES AND RESPONSIBILITES:

- Provides rotating administrative support to for all District school sites as directed
- Serves as the LEA in Special Education IEP meetings for all District school sites as directed
- Supports after-hours and non-instructional event supervision at school sites as directed including supervision for high school athletic programs
- Provides administrative support as directed by supervisor in the areas of curriculum, instruction and technology integration
- Other duties and responsibilities subject to student, staff, and/or school site need as directed
- Attends district meetings as determined by the district
- Provides staffing or supervision coverage at an assigned school during regular school hours in the event of an absence, emergency, or other unforeseen circumstances
- Participates in the supervision, organization and implementation of extra-curricular activities, as assigned, making certain that events are conducted in an orderly manner, disturbances are quelled, and safety and health precautions are followed
- Maintains management information and student and staff attendance systems; prepares, submits, and monitors reports and other data regarding school activities, needs and services; assists with the preparation and implementation of, and training in, site disaster preparedness plans and drills
- Assists to collect and analyze data regarding population trends, numbers and types of students served within the District for use in various District reports such as the LCAP
- Assists District staff to obtain and process data retrieved from the student information system, data contained on the District’s data portal, human resources data, and other relevant facts for use in various District accountability reports such as (SARC/LCAP) as directed
- Supports professional development for Classified staff and various compliance trainings as assigned
- Supports the District's program and its policies and works for their improvement as directed
- Other duties as assigned

QUALIFICATIONS:
Education and Experience: Bachelor's degree and three years of successful full-time teaching California Teaching Credential, or other relevant Credential; Administrative Services Credential, or must show proof of a Certificate of Eligibility (Administrative Services) upon appointment to the position.

Licenses and Certifications:
California Department of Motor Vehicles driver's license

Knowledge, Skills, and Abilities:

- Experience serving at Title I schools
- Knowledgeable in learning Theories
- Knowledge of child development and student behavioral needs
- Knowledge of curriculum development.
- Knowledge of positive behavior supports and motivation theory.
- Knowledge of administration of district policies and local, state and federal laws pertaining to schools.
- Ability to communicate effectively with a wide variety of people with varying educational and socio-cultural backgrounds
- Ability to conduct research and analyze data.
- Ability to communicate clearly in written form to effectively convey ideas.
- Ability to conduct oneself in a professional manner and implement a high degree of self-restraint and composure in high stress situations.
- Ability to use good judgment and strategies in dealing with a variety of people, adversaries and advocates under varying situations and conditions.
- Ability to problem solve, collect information, establish facts, evaluate alternative solutions, and draw valid conclusions to make decisions and determine next steps.

WORKING CONDITIONS:
Environment: Indoor office environment. Subject to driving to conduct work. Continuous contact with staff, students, parents and the community.

TYPICAL PHYSICAL CHARACTERISTCS: (with or without the use of aids; consideration will be given to reasonable accommodation)

- Sufficient vision to read printed material
- Sufficient hearing to conduct in person and telephone conversations
- Sufficient physical mobility to move about the district and drive a car
- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone, and in addressing groups
- Physical, mental, and emotional stamina to endure long hours under sometimes stressful conditions

OTHER CHARACTERISTICS:

- Ability to work additional hours periodically and weekends on occasion
- Ability to travel for work related purposes. This job description is not a complete statement of essential functions and responsibilities.

The district retains the discretion to add or change typical duties of a position at any time.

Board Approved: _____

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MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Associate Superintendent of Human Resources & Student Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Senior Human Resources Administrator Job Description

BACKGROUND INFORMATION

As part of the District's reorganization of senior management divisions, the Human Resources position has been updated and placed within the Business Services division. The enclosed job description reflects duties aligned with core responsibilities, ensuring our District's continued commitment to effectively serving staff, students, and the community.

FISCAL ANALYSIS

The fiscal impact was included in the Chief Business Official's presentation of the budget to the governing board at the June 12, 2025 meeting of the governing board.

RECOMMENDATION

Staff recommend approval of the Senior Human Resources Administrator position as presented

Prepared by: *Erick Perez and Bianca Forrester*

CABRILLO UNIFIED SCHOOL DISTRICT

POSITION TITLE:
Senior Human Resources Administrator

DEFINITION:
Under the direction of the Superintendent, plans, organizes and manages the operations, practices and procedures of the Human Resources Services (HRS) department, within the division of Business Services, which includes operations, employee new hires, substitute assignments, data reporting, and applied technology.

DISTINGUISHING CHARACTERISTICS:
Provide leadership and expertise in human capital management and Human Resources throughout the District to meet the needs of Cabrillo Unified School District students; support and develop workforce excellence in all positions with a targeted focus on those who provide direct educational services to students; lead performance management initiatives and support including recognition and reward structures, non-renewals, discipline, and improvement plans for underperforming employees; develop and maintain Human Resources policies and procedures; develop and maintain employee compensation policies and procedures; ensure resolution of investigations, Equal Employment Opportunity Commission (EEOC), labor, and employment issues; develop new programs and initiatives that support goals for finding, developing, and retaining great talent in all positions; provide leadership and direction in human capital management with Cabinet and CUSD administration.

SUPERVISION RECEIVED AND EXERCISED:
Direction is received from the Superintendent. Responsibilities include, and are not limited to direct supervision of professional, technical, and clerical staff within the Human Resources Services Department.

EXAMPLES OF DUTIES:
The classification specification provides a summary of the typical job duties performed, along with the general nature and level of work performed by employees in this classification. Duties include but are not limited to the following:

- Operations Management: Oversees and coordinates the daily practices and procedures of the operations, employee new hires, substitute assignments, and data reporting and applied technology units
- Employment Processing: Oversees employment processing and reporting, including new hire clearances, orientation, HRS entry and record keeping, processing leaves and terminations, and producing employment reports to cabinet, directors, and the board
- Workforce Management: Coordinates, advises, consults, and executes employee layoff and reduction-in-force (RIF) procedures, including seniority development, skip-and-by-pass determinations for specialized experience in compliance with rules and collective bargaining agreements
- Employee Relations: Informs and/or meets with employees pertaining to HR laws, rules, policies, labor agreements and issues and proper and timely notices of layoff, displacement, or related actions
- Provides leadership and expertise to District administrators and staff to facilitate development and administration of Human Resources plans and programs which further the District's Strategic Plan for student achievement and goals

- Expert Testimony: Provides expert testimony in RIF depositions, declarations, appeals and hearings related to Human Resources policies, procedures, and protocols
- Rehabilitation Assessment: Works with counsel to determine the severity, recency, relevancy, and evidence of rehabilitation in relation to employment decisions as they apply to convictions for new hires and termination recommendations for current employees
- Provides Human Resources leadership to site administrations, business services, technology services, district staff and vendors
- Reporting: Oversees management data for the production and distribution of monthly staffing reports, collective bargaining reports, and other ad hoc reports
- Research: Conducts special research related to employment status, records, and personnel actions
- Analysis: Provides analysis and leadership to collective bargaining regarding implementation administrative implications of potential agreements
- Supervises, evaluates, and holds accountable the performance and professionalism of assigned staff
- Interviews and selects employees, and recommends transfers, reassignments, terminations, and disciplinary action
- Coordinates and disseminates Human Resources information
- Assists in resolving disputes and grievances in accordance with District policies/procedures, union contracts, and past practices
- Leads and provides expertise in support of the District's recruitment, selection, placement, and appraisal of staff
- Promotes diversification in recruitment to obtain diversity within the organization
- Provides leadership and training in Human Resources management
- Coordinates collaborative staffing processes, including substitute services
- Visit school sites on a regular basis to observe Human Resources practices, school culture and climate, and student/staff administration/community interpersonal relationships
- Provides interpretations of legislation, laws, regulations, policies, and procedures related to employment, classification and compensation, labor, employment records, investigations, and finalization of allegations and complaints
- Advises District management and staff on employment and education discrimination, harassment, Section 504, and Title IX activities and issues
- Acts as a key spokesperson for Human Resource matters
- Oversees the coordination of the District's discrimination, harassment, employee ADA accommodation, and misconduct investigatory processes
- Ensures resolution of allegations and complaints are timely
- Ensures disciplinary actions are implemented in a fair and consistent manner
- Ensures compliance for background checks and outcome of background checks in accordance with legal mandates

JOB REQUIREMENTS:

Knowledge:
- Relevant provisions of the California Education Code
- California Labor Code
- Fair Labor Standards Act
- Laws, rules and regulations relating to employment processes, records retention, and information security
- Collective bargaining agreements

- Labor relations principles and processes
- Cabrillo Unified School District Board and Human Resources Policies
- Human resources and payroll information systems aligned with San Mateo County Office of Education
- Principles and practices of organization, administration, management, and supervision
- Fundamental concepts of employment laws, codes, and regulations, including EEO, FLSA, FMLA, and Cal/OSHA

Ability To:

- Provide leadership and expertise in human capital management and Human Resources
- Effectively represent the District before the public
- Serve as the District's co-lead negotiator for all bargaining units
- Provide leadership to negotiating teams
- Develop and present negotiating strategies
- Administer the District's grievance procedures
- Work across cultures and communities
- Evaluate and assess the effectiveness of teams, programs, and individuals
- Work independently, coordinate multiple activities simultaneously, and work flexible hours
- Communicate effectively, both orally and in writing
- Establish and maintain effective working relationships with District staff and administrators, students, parents or guardians, labor organizations, outside agencies, and the public, in a multicultural community
- Exercise effective decision-making and problem-solving
- Read, interpret, apply, and explain rules, regulations, policies, contracts, and procedures
- Analyze situations accurately, and adopt a legally sound, effective course of action
- Supervise and evaluate the performance of assigned staff
- Operate a computer and related software
- Meet state and district standards of professional conduct as outlined in Board Policy

The district retains the discretion to add or change typical duties of a position at any time.

Board Approved: _____

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A. Ed., Associate Superintendent of Human Resources and Student Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Deputy Superintendent of Educational Services Contract Extension

BACKGROUND INFORMATION

Cabrillo Unified Senior Management includes the position of Deputy Superintendent of Educational Services.

REPORT/PROPOSAL

Enclosed is a proposed contract for the above-referenced position of Deputy Superintendent of Educational Services. This contract extends the current agreement for two additional years of service to the District, subject to governing board approval. The contract maintains the existing compensation and benefit structure currently provided to this employee.

FISCAL ANALYSIS

The fiscal impact was included in the budget presented by the Chief Business Official at the June 12, 2025 meeting of the governing board.

RECOMMENDATION

Staff recommend approval as submitted

Prepared by: *Erick Perez and Bianca Forrester*

CABRILLO UNIFIED SCHOOL DISTRICT
EMPLOYMENT AGREEMENT FOR
DEPUTY SUPERINTENDENT, EDUCATIONAL SERVICES

THIS AGREEMENT is entered into this 26th day of June, 2025, by and between the Board of Trustees of the Cabrillo Unified School District, hereinafter referred to as the "Board" or "District", and Leticia Bhatia, hereinafter referred to as the "Deputy Superintendent of Educational Services".

IT IS HEREBY AGREED BY THE PARTIES AS FOLLOWS:

1. **Term:** The Board hereby agrees to employ the Deputy Superintendent of Educational Services for a two-year term beginning July 1, 2025, and ending June 30, 2027, unless terminated earlier or extended as provided by the terms of this Agreement or as required by law.

2. **Duties:** The Deputy Superintendent of Educational 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 Deputy Superintendent of Educational Services shall function as Superintendent-Designee. The Deputy Superintendent of Educational 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 Deputy Superintendent of Educational 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 Deputy Superintendent of Educational Services' annual evaluation.

3. **Compensation:** The District shall pay the Deputy Superintendent of Educational Services an annual base salary in the amount of one hundred ninety-eight thousand one hundred twenty-eight dollars ($198,128). In addition, the District shall pay the Deputy Superintendent of Educational Services an annual $2,690 Master's stipend, an annual $2,690 Doctorate stipend, and an annual $2690 National Board Certification stipend, for a total stipend amount of $8070. 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 Deputy Superintendent of Educational Services shall be 220 days. The establishment of work days shall be subject to approval by the Superintendent. 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. **Fringe Benefits:**

   a. **Health Insurance Benefits:** The District offers medical benefits up to Kaiser's full family rate. Any medical costs exceeding the Kaiser full family rate will be the responsibility of the Deputy Superintendent of Educational Services.

b. **Sick Leave:** The Deputy Superintendent of Educational Services, shall be provided with one day of sick leave per month, or a maximum of twelve (12) days of sick leave per year.

5. **Work-Related Expenses:** The District shall reimburse the Deputy Superintendent of Educational Services for mileage at the Board-approved mileage rate for travel while on District business. The District shall reimburse the Deputy Superintendent of Educational 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 responsibility of the Deputy Superintendent of Educational Services.

6. **Professional Growth:** The District encourages the continuing professional growth of the Deputy Superintendent of Educational Services through activities approved in advance by the Superintendent.

7. **Evaluation:** The Superintendent shall evaluate the performance of the Deputy Superintendent of Educational 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.

8. **Termination of Employment:** This Agreement may be terminated prior to the expiration of the contract term as follows:

    a. Retirement;

    b. Resignation or mutual agreement of the parties;

    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 Deputy Superintendent of Educational Services in writing with a detailed statement of charges. The Deputy Superintendent of Educational 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 Deputy Superintendent of Educational Services with a written decision. The decision of the Board shall be final.

9. **General Provisions:** This Agreement is the full and complete agreement between the parties hereto, and can be changed or modified only in writing and signed by the parties. Except as modified herein, this Agreement is subject to all applicable laws of the State of California, the rules and regulations of the State Board of Education, and the lawful policies and regulations of the Board of Trustees of the

Cabrillo Unified School District. Said laws, rules, regulations, and policies are hereby made a part of the terms and conditions of this Agreement as though fully set forth herein. The District agrees that it shall defend, hold harmless, and indemnify the Deputy Superintendent of Educational Services pursuant to the provisions of Government Code §§ 810 *et seq*.

IN WITNESS WHEREOF, the parties hereto, or their duly authorized representative, affix their hands.

DEPUTY SUPERINTENDENT OF EDUCATIONAL SERVICES

Dated: _____ _____

Dr. Leticia Bhatia

CABRILLO UNIFIED SCHOOL DISTRICT

Dated: _____ _____

Dr. Ramon Miramontes, Superintendent

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
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Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A. Ed., Associate Superintendent of Human Resources and Student Services
CATEGORY: Consent/Action
ITEM TITLE: CUSD Initial Proposals to California School Employees Association (CSEA) for Negotiations 2025-2026

BACKGROUND INFORMATION

Pursuant to Article 23, section 22.2.1, of the collectively negotiated agreement between Cabrillo Unified School District ("District") and the Cabrillo Unified Classified School Employees Association and its Chapter 485 ("CSEA"), and pursuant to Government Code section 3547, the District has provided the Cabrillo Unified School School, Classified School Employee Association, (CSEA) Chapter #485 its initial Sunshine reopener proposal. The District desires to open Article VI, Salary, Article VIII, Health and Welfare Benefits, and Article XXII, "Duration." The District's proposal is attached hereto.

CSEA Chapter #485 presented its Sunshine reopener proposal to the District at the June 12, 2025 Governing Board meeting

REPORT/PROPOSAL

In accordance with Government Code section 3547, the Governing Board is to receive the initial proposal at a Governing Board meeting to provide the opportunity for the public to make any comments regarding the proposal. After the Governing Board adopts the District's initial proposal, District and CSEA representatives will meet to begin the bargaining process.

FISCAL ANALYSIS

The impact to the general fund will become clear upon agreement with our Association partners at the conclusion of negotiations for the 2025-26 year.

RECOMMENDATION

Staff recommend that the Board allow time for public comments regarding the aforementioned Sunshine Articles as submitted by Cabrillo Unified School District staff. In accordance with Government Code section 3547c, staff recommend that the Governing Board adopt the CUSD initial proposal.

Prepared by: *Bianca Forrester*

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
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Breanna Lafontaine

June 17, 2025

Shane Modena, CSEA President
Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay, CA 94109

Dear Shane

The Cabrillo Unified School District will reopen negotiations with Article VI, Salary, Article VIII, Health & Welfare Benefits and Article XXII Duration.

We look forward to productive meetings ahead.

Warm regards,

Bianca Forrester
Associate Superintendent, Human Resources & Student Services

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MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Associate Superintendent of Human Resources and Student Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of 2025-26 CSEA Updated Collective Bargaining Agreement and Tentative Agreement Article 5 on Hours and Overtime

BACKGROUND INFORMATION

During the 2024-2025 school year, bargaining teams representing the Cabrillo Unified School District ("District") and the California School Employees Association, Local 485 (CSEA) met and bargained successfully, reaching agreements that now constitute the updated Collective Bargaining Agreement (CBA). This final document reflects all approved agreements negotiated between the parties.

On or about April 8, 2025, and May 5, 2025, the Cabrillo Unified School District (District) and the California School Employees (CSEA) Local #485 met and negotiated in good faith. Tentative Agreements (TA) on Article 2, Compensation and Article 3, Health and Welfare Benefits, Article 11, Leaves, and Article 5 Hours and Overtime was reached. Tentative Agreements for all items with the exception of Article 5 Hours and Overtime were approved at the June 12, 2025 meeting of the Governing Board. The Governing Board must now ratify the Tentative Agreement on Article 5, Hours and Overtimes in order for the district to implement the terms of the Tentative Agreement and the Collective Bargaining Agreement.

FISCAL ANALYSIS

The fiscal impact of the negotiated settlements with the District's Association partners was included in the budget presentation by the Chief Business Official at the June 12 meeting of the governing board.

RECOMMENDATION

Staff recommend approval of the updated CSEA Collective Bargaining Agreement.

Prepared by: *Erick Perez and Bianca Forrester*

CONTRACTUAL AGREEMENT

2023-2024 THROUGH 2025-2026 SCHOOL YEAR

BETWEEN

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

AND THE

CABRILLO CLASSIFIED SCHOOL EMPLOYEES ASSOCIATION CHAPTER 485

AND THE
CABRILLO UNIFIED SCHOOL DISTRICT

Pending Board Approval June 26, 2025

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CABRILLO UNIFIED SCHOOL DISTRICT

Board of Trustees

Carmen Daniel….....President
Lizet Cortez.....Vice President
Peter Cerneka.....Clerk
Mary Beth Alexander.....Member
Breanna Lafontaine.....Member

Dr. Ramon Miramontes.....Superintendent

Negotiating Team

Bianca Forrester, Lead Negotiator, Associate Superintendent, Human Resources/Student Services

CSEA Negotiating Team

Dustin Patenaude.....CSEA Labor Relations Representative
Shane Modena .....President
Paul Harrison.....Vice President
Lisa Shick….....Secretary
Diane Paoli…….....Negotiating Team
Nancy Arevalos.....Negotiating Team

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PREAMBLE

This Agreement is made and entered into this first day of July 1984 between CABRILLO UNIFIED SCHOOL DISTRICT, hereinafter referred to as the District, and the CABRILLO CLASSIFIED EMPLOYEES ASSOCIATION CHAPTER 485, and its successors, hereinafter referred to as CSEA.

ARTICLE I
RECOGNITION

1.1 The District recognizes CSEA as exclusive representative for all employees, except those designated as management, supervisory, confidential, short term, substitute, student employees, noon duty supervisors, certificated personnel, and professional experts or consultants.

1.2 All disputed cases shall be submitted to Public Employment Relations Board for resolution.

ARTICLE II
CSEA RIGHTS

2.1 Right to Join/No Discrimination: Every classified employee employed in the bargaining unit, hereinafter referred to as "employee", shall have the right freely to join and support CSEA in activities for the purposes of engaging in collective bargaining or negotiations with the District.

2.2 CSEA Communications: CSEA shall have the right to post notices of activities in matters of CSEA concern on any employee organization bulletin board, at least one of which shall be provided at each school site, the district office, the maintenance building, and transportation building. CSEA shall be permitted to use the District interschool mail service and employee mail boxes for communications to classified employees regarding matters with which CSEA is lawfully involved. Items placed in the school mail must be signed by the responsible individual or CSEA.

2.3 Use of Facilities: CSEA shall be given the same rights as other school/ community organizations in the use of school buildings and equipment.

2.4 Right of Access: CSEA shall have the right of access at reasonable times to areas in which the employees work.

2.5 Employee Roster: On a quarterly basis, the District shall provide the CSEA President with a list of each employee's name, hire date, classification, primary worksite, work schedule, and District phone number and email address, as well as each released unit member's name, last day of work, classification, and reason for leaving (e.g., resignation, layoff, etc.).

2.6 Employee Attending Chapter Meetings: The District shall allow night employees release time of one (1) hour, once per month, for the purpose of attending chapter meetings provided the affected employee shall give his/her supervisor one (1) weeks' notice of intent to attend a chapter meeting and shall make up the hour either before or after the regular shift on the meeting day.

2.7 Board Packet: The District agrees to provide CSEA with one (1) complete Board packet exclusive of confidential information, in advance of such Board meeting.

2.8 Information — Short-Term Employees: The District shall notify CSEA in advance of any new short-term positions that it plans to advertise. The District also agrees to notify CSEA in writing of the hire date and termination date of all short-term, restricted, substitute, student, and summer school employees.

2.9 New Employee Orientation: The District shall provide CSEA access to its new employee orientations. CSEA shall receive not less than ten (10) days' notice in advance of an orientation, except that a shorter notice may be provided in a

specific instance where there is an urgent need critical to the District's operations that was not reasonably foreseeable. Notice may be effectuated to CSEA by sending a Google calendar invite to the CSEA Chapter President. Orientation sessions may include individual (one-on-one) new hire meetings with a Human Resources representative, a site administrator and/or group orientation sessions.

2.9.1 Group Orientations: In the event the District conducts a group orientation, CSEA shall be provided with an opportunity for one CSEA representative to discuss relevant information with new employees for up to an hour with an additional fifteen minutes of release time for travel when needed. The CSEA Labor Relations Representative may also attend the orientation.

2.9.2 One-on-One Orientation: In the event the District conducts one-on-one orientations with new employees, CSEA shall be provided with an opportunity for one CSEA representative to discuss relevant information with new employees for up to thirty (30) minutes with a an additional fifteen (15) minutes of release time for travel time when needed. The CSEA Labor Relations Representative may also attend the orientation session.

2.9.3 The orientation session shall be held on District property during the workday of the employee(s), who shall be on paid time.

2.9.4 During CSEA's portion of the orientation session, no District Manager, supervisor, or non-unit employee shall be present.

2.10 Notice to CSEA of New Hires: The District shall provide CSEA with the employee information listed under Article 2, Section 2.11 of any newly-hired employee, within thirty (30) days of date of hire or by the first pay period of the month following hire, via electronic mail.

"Newly hired employee" or "new hire" means any employee, whether permanent, full time, part time, hired by the District into a bargaining unit position, and who is still employed as of the date of the new employee orientation. This includes all employees who are or have been previously employed by the District and whose current position places them in a CSEA bargaining unit. For the purposes of this Article only, the "date of hire" is the date upon which the employee first provided service to the District in the classification.

2.11 Employee Information: The District shall provide to CSEA, via email or other mutually agreeable system, the following information of the new hires:

a. First Name;
b. Middle Initial;
c. Last Name;
d. Suffix (e.g. Jr, III);
e. Job Title;
f. Department;
g. Primary worksite name;

h. Work telephone number, if exists;
i. Work extension, if exists;
j. Home Street address (incl. apartment #);
k. City;
l. State;
m. Zip Code (5 or 9 digits);
n. Home telephone number (10 digits);
o. Personal cellular telephone number;
p. Personal email address of the employee;
q. CalPERS status (“Y” if in CalPERS; “N” if not in CalPERS);
r. Hire date.

In the event there are no newly hired employees in any particular month, the District shall send an email to CSEA confirming the lack of new hires for that month.

The District shall provide CSEA the abovementioned information, via email or other mutually agreeable system, for all bargaining unit members on the last working day of September, January, and May.

ARTICLE III
CHECK OFF AND ORGANIZATIONAL SECURITY

3.1 Check Off: CSEA shall have the sole and exclusive right to have membership dues deducted for employees by the District. The District shall, upon appropriate written authorization from any employee, deduct and make appropriate remittance for District approved insurance premiums, credit union payments, savings bonds, charitable donations, or other plans or programs jointly approved by CSEA and the District.

3.2 Dues Deduction:

3.2.1 The District shall deduct in accordance with the CSEA Dues Schedule, dues from the wages of all employees who are members of CSEA on the date of execution of this Agreement and who have submitted dues authorization forms.

3.2.2 Any employee who has applied for CSEA membership may sign and deliver to CSEA a written authorization that authorizes payroll deductions for membership dues or other CSEA fees or assessments. Upon notification by CSEA, the District shall deduct the dues in accordance with the Dues Fee Schedule from the wages of all employees who, after the date of execution of this Agreement, become members of CSEA and submit to CSEA a dues authorization form. CSEA shall provide the District with written notice of all new employees for whom dues are to be withheld via payroll deduction.

3.2.3 The employee shall have the right to terminate membership or to change or cancel payroll deduction authorization in accordance with the terms of the written authorization. CSEA shall provide the District with written notice of any changes or cancellations of payroll deduction authorizations.

3.2.4 Withdrawal: Requests to withdraw from CSEA or to change or cancel payroll deduction authorization shall be referred to the Labor Relations Representative.

3.2.5 Maintenance of Dues Authorization: CSEA hereby certifies that it will maintain individual employee authorizations for payroll deductions for CSEA dues and therefore will not submit to the District copies of said authorizations in order for the payroll deductions to be effective, unless a dispute arises about the existence or terms of the written authorizations.

3.3 Hold Harmless Clause: CSEA shall defend, indemnify, and hold the District harmless from any and all claims, demands, or suits, or other action arising from the organizational security provisions contained herein.

3.4 **Membership Information**: The District shall take reasonable steps to safeguard the privacy of CSEA members' personal information, including but not limited to members' Social Security Numbers, personal contact information, and status as a union member, unless disclosure is otherwise permitted or required by law.

ARTICLE IV
EVALUATIONS

4.1 Intent: That the system requires regular and systematic evaluating of all classified personnel.

4.1.1 The evaluation forms used to evaluate all classified personnel shall be reviewed and upgraded by mutual agreement of the District and CSEA every two (2) years.

4.2 Purpose:

4.2.1 To provide the employee with information regarding the status of his/her employment and the quality of work.

4.2.2 To provide the District and the immediate supervisor with current reports and permanent records on the performance of the employee.

4.2.3 To be utilized for transfer requests.

4.2.4 To improve overall performance.

4.3 Procedure:

A. At the beginning of each school year, all employees shall review their job description with their supervisor by the end of the second (2nd) month of the work year.

B. Formal evaluations shall be completed according to the schedules in 4.4 and 4.6.

4.3.1 Normally, evaluations shall be based upon the direct knowledge and observation of the evaluator.

4.3.2 Any negative evaluation shall include specific recommendations for improvements and suggestions for assisting the employee in implementing any recommendations made.

4.3.3 The employee shall have the right to review and respond to the evaluation.

4.3.4 All evaluations shall be signed by the evaluator and by the employee. By signing the evaluation form, the evaluator and the employee certify that they have met and discussed the evaluation.

4.3.5 An employee who disagrees with the evaluation may file a written response and/or request a meeting to review the evaluation with the Superintendent or his/her designee.

4.4 Probationary Period: Employees newly hired will remain in probationary status for the first six (6) months of employment, or 130 days of paid service, whichever is longer, in a classification. A probationary employee will be evaluated by the immediate supervisor at the end of the third (3rd) month and second (2nd) evaluation prior to the end of the probationary period. If continued employment is recommended, the employee becomes a permanent employee on the seventh (7th) month of employment, or on the 131st day of paid service, whichever is longer. The procedures listed in 4.3 also apply to the evaluation of probationary employees.

4.5 Form: Evaluations will be completed on the classified evaluation form. The form shall be distributed as follows:

(a) one copy to the employee,
(b) one copy to the supervisor, and
(c) one copy maintained in the principal file of the employee in the district office.

4.6 Formal Evaluation: A formal evaluation of all permanent employees shall be made by the immediate supervisor sixty (60) days prior to the end of the employee's work year.

4.7 Informal Evaluation: An employee shall be given an opportunity to schedule two (2) informal evaluation conferences with his/her immediate supervisor to discuss job performance, including the employee's strengths, weaknesses, and suggestions from the immediate supervisor for continued improvement. The employee's immediate supervisor may request an informal meeting when deemed necessary.

4.8 Personnel File: The personnel file of each employee shall be maintained at the District's central administration office in a locked file.

4.9 Type of Material Contained in Personnel Files: Materials in personnel files of employees which may serve as a basis for affecting the status of their employment are to be made available for the inspection of the person involved. Such material is not to include ratings, reports, or records which were:

(a) obtained prior to the employment of the person involved,

(b) prepared by identifiable examination committee members, or

(c) obtained in connection with a promotional examination.

Every employee shall have the right to inspect such materials upon request, provided that the request is made at a time when such person is not actually required to render services to the district.

4.10 Worksite File: Material maintained in a worksite file shall be kept in a locked file at all sites and shall be available only to the employee's immediate supervisor and management who have a need to know.

4.11 Derogatory Materials: Information of a derogatory nature, except material mentioned in the second (2nd) sentence of Section 4.9, shall not be entered or filed unless and until the employee is given notice and an opportunity to review and comment thereon. An employee shall have the right to enter, and have attached to any such derogatory statement, his/her own comments thereon. Such review shall take place during normal business hours, and the employee shall be released from duty for this purpose without salary reduction.

4.12 Obtaining Copies of File Material: An employee shall have the right to obtain copies of any material from the employee's personnel file with the exception of materials that include ratings, reports, or records which were obtained prior to the employment of the employee involved.

4.13 Confidentiality of Personnel File: All personnel files shall be kept in confidence and shall be available for inspection only to the employee's immediate supervisor and management when actually necessary in the proper administration of the District's affairs or the supervision of the employee.

4.14 Placement of Written Materials in the District Personnel File: Any person who places written material or drafts written material for placement in the employee's personnel file shall sign or initial the material and signify the date on which such material was drafted. Any written materials placed in the personnel file shall indicate the date of such placement.

ARTICLE V
HOURS AND OVERTIME

5.1 Full-Time Assignment: The workweek for full-time employees shall consist of five (5) consecutive days, Monday-Friday, of eight (8) consecutive hours per day and forty (40) hours per week. Each bargaining unit employee shall be assigned a fixed, regular, and ascertainable workday. The starting time of a regular day shift shall be between the hours of 6 a.m. and 9 a.m. The lunch period shall be in the middle of the shift. This article shall not restrict the extension of the regular workday and workweek on an overtime basis when such is necessary to carry on the business of the District.

5.1.1 Exception to the Monday-Friday schedule shall apply to full-time and part-time employees:

(a) any employee currently working a different schedule, or

(b) any employee mutually agreeing with the District to work a different schedule with the understanding that the position shall return to its original status upon being vacated.

(c) Any position in the Maintenance Operations and Transportation Department posted and filled for a Tuesday through Saturday Schedule commencing between the hours of 6:00 a.m. and 9:00 a.m.

5.1.2 Alternative weekly schedules may be negotiated between CSEA and the District.

5.2 Workday: The workday for full-time employees shall be eight (8) consecutive hours of work exclusive of lunch. The provisions of this article shall not restrict the use of split schedules or shifts for the bus drivers, or the extension of the regular working hour schedule on an overtime basis when such is necessary to carry on the duties of the District.

5.3 Part-Time Assignment: The length of the workday for part-time employees shall be designated by the District. At the beginning of the school year, and for the term of this Agreement, part-time assignments shall be assigned a fixed regular and ascertainable minimum number of hours, and shall be not less than three (3) consecutive hours per day, the total of which may occur in more than one job classification, for five (5) consecutive days. Nothing in this section shall prevent the District from offering a position of less than three (3) hours a day and/or five days a week with the mutual consent of CSEA and the District.

5.4 Lunch Periods: An employee who works for five (5) consecutive hours or more each workday shall receive an unpaid, duty-free meal period of not less than one-

half (½) or more than (1) hour, to be mutually-agreed upon by the employee and his/her immediate supervisor.

5.5 Rest Periods: Employees working three (3) consecutive hours shall receive a ten (10) minute rest period within those three (3) hours. Employees working more than three (3) consecutive hours shall receive one fifteen (15) minute rest period for each three (3) hours or more of consecutive work within those hours. The immediate supervisor shall determine the number of employees to be off at any one time. The rest period shall not be used to lengthen the lunch period, shorten the workday, or make up for lost time.

5.6 Overtime:

5.6.1 Overtime is defined as any time required to be worked in excess of eight (8) hours a day or forty (40) hours in any calendar week, except as provided for in Section 5.9. Overtime hours shall be compensated at the rate of pay equal to time-and-one-half at the regular rate of pay for the employee. For all hours worked in excess of twelve (12) hours in any workday and for all hours worked in excess of eight (8) hours on the seventh (7^{th}) consecutive day of work in a workweek, unit members shall be entitled to double their regular rate of pay. Unit members shall not work overtime unless given prior direction or authorization by their supervisor.

5.6.2 The work week shall consist of not more than five (5) consecutive work days for any employee having an average work day of four (4) hours or more during the work week. Such an employee shall be compensated for any work required to be performed on the sixth (6th) or seventh (7th) day following the commencement of the work week at the rate equal to one-and-one-half times the regular rate of pay of the employee. An employee having an average work day of less than four (4) hours during a work week shall, for any work required to be performed on the seventh (7th) day following the commencement of his/her work week, be compensated at a rate equal to one-and-one half times the regular rate of pay of the employee designated and authorized to perform the work.

5.6.3 Compensatory time off in lieu of cash compensation for overtime may be authorized by the District at the Unit Member's request until the Unit Member has reached an accrual limit of two hundred (200) hours of compensatory time off subject to the following: (1) Unit Members who work overtime shall have the option to receive compensatory time off for up to fifteen (15) hours per month. (2) Unit Members who work overtime in excess of fifteen (15) hours per month may request compensatory time off; however, the District retains the right to approve or deny such requests.

Compensatory overtime shall be earned at the appropriate rate of pay as specified elsewhere in this Collective Bargaining Agreement. A unit member shall have the right to know before accepting the overtime work

whether compensatory time will be authorized. A Unit Member's election to take compensatory time off in lieu of cash compensation shall be submitted to their immediate supervisor within two (2) work days following the overtime worked. Compensatory time off must be taken within the same fiscal year in which it was earned. Unused compensatory time off will be paid out at the end of the fiscal year.

The Unit Member and his or her direct supervisor shall work together to schedule earned compensatory time off without impairing the services rendered by the District.

5.6.4 When an employee is required to work on any holiday as specified in Article IX, he/she shall be paid or given compensatory time off for such work in addition to the regular rate of pay received for the holiday at the rate of time-and-one-half his/her regular rate of pay, except for Winter Break Crew (see Side letter E).

5.6.5 Available overtime shall be communicated to all eligible employees via a medium of communication mutually agreeable to CSEA and the District. Any change in practice shall not be made without consulting with the CSEA Chapter President. Said communication shall include the date, time, location, and any pertinent details i.e. name of event. Each employee shall have 24 hours to respond specifying whether they want the assignment or not. At the end of the 24-hour period, the overtime shall be assigned from among those who responded affirmatively, first to employees who work at the site in order of seniority, then to the entire department in order of seniority. Refusal by a senior employee of any overtime assignment shall not waive his/her right under this section to be offered any subsequent overtime assignment.

In the event that a Night Custodian reports their absence on the same day of their shift, the response time for eligible employees to accept an overtime assignment shall be (10) minutes. Unit members who are assigned a District radio shall be contacted by radio; otherwise, the District shall use the personal cell phone number on file.

5.6.6 For any work performed during the first thirty (30) minutes of overtime, overtime compensation shall be paid a minimum increment of one half-hour such that if a unit member works fifteen (15) minutes overtime, they are compensated for thirty (30) minutes overtime.

5.7 Minimum Call-In Time: Any employee called in to work on a day when the employee is not scheduled to work shall receive a minimum of two (2) hours pay at the regular rate of pay (or overtime rate, when applicable) per incident. If such work is cancelled with less than eight (8) hours' notice, the employee shall receive the minimum amount of pay provided in this section. A unit member called in on a paid holiday (as listed under Article 9.2) shall receive a minimum of four (4) hours pay in accordance with Article 5.6.4.

5.8 Call-Back Time: Any employee called back to work after completion of his/her regular assignment shall be compensated for no less than two (2) hours of work at the appropriate rate, irrespective of the actual time less than that required to be worked, except that any employee called back between the hours of 12:00 a.m. and 5:00 a.m. shall be compensated for no less than three (3) hours of work at the appropriate rate, irrespective of the actual time less than that required to be worked.

5.9 Shift Differential — Reduction in Hours: Any employee whose assigned work shift commences between 3:00 p.m. and 12:00 midnight shall receive a shift differential in the form of an assigned shift of seven-and-three-quarters (7¾) hours for which he/she shall be paid for eight (8) hours at the regular rate.

5.10 Increase in Hours: When additional hours are needed for a specific position on a regular basis, those additional hours, as nearly as practicable, shall first be offered to those employees in the job classification by classification seniority. If the employee declines the assignment, it shall be offered to the remaining employees in the same job classification in descending order of job classification seniority until the assignment is made.

5.11 Hours Worked: For the purpose of computing the number of hours worked, all time during which the employee is in paid status shall be considered as hours worked, except for overtime.

5.12 Transportation Provision:

5.12.1 Routes:

(a) Initial Routes: For the first two (2) full weeks of school, assignments to routes shall be at the discretion of the District, but no employee shall be paid less than the minimum hours applicable to that employee in the preceding year.

(b) Routes may be changed during the year as required by changed circumstances.

5.12.2 Route Descriptions: The District, by the end of the second (2nd) full week of school each year, shall identify each route, showing the minimum number of hours of assignment for that route. A "route" is defined as the total daily number of runs assigned to a particular driver.

5.12.3 Route Assignment:

(a) Routes shall be assigned to bus drivers on the basis of seniority within the classification.

(b) A bus driver may decline a specific assignment made under this section. When a bus driver declines an assignment, the assignment shall be offered in descending order of seniority.

(c) If a driver declines two (2) assignment offers, he/she shall be assigned at the discretion of his/her supervisor.

(d) In the event no bus driver indicates a willingness to accept either a regular route assignment or an overtime assignment, the assignment shall be made in reverse order of seniority.

5.12.4 Special Trip Assignments:

Special trip assignments are defined as all driving work except regularly-scheduled routes.

Special trips shall be assigned to bus drivers on a rotating basis in order of seniority so that the distribution of work is assigned as equally as possible. Acceptance of special trips shall not impact regular driver routes. In the event that no bus driver accepts the assignment, the assignment may be made in reverse seniority or the district may go to an outside source.

Within the existing school year, special trip assignments shall be posted and assigned within 48 hours of receipt by the Transportation Department. If a driver declines a special trip assignment when his/her turn comes up in the rotation, that driver will not be called again until the next rotation.

5.12.5 Standby Time: Bus drivers on special trips, including but not limited to athletic events, field trips, and curricular trips who are required to remain on standby for the duration of the event for which the special trips are made, shall be paid for all standby hours at their regular rate of pay. Whenever any combination of driving and standby hours in a day exceeds the established workday as defined in this article, all excess hours shall be compensated at the appropriate overtime rate based on the employee's regular rate of pay.

5.12.6 Vehicle Unavailability: Except as provided in law, whenever, as a result of the unavailability of District vehicles due to mechanical or other malfunctions as a result of an unforeseen emergency situation, a bus driver regularly scheduled to work is unable to work, he/she shall receive pay at the rate he/she would have received for working that day.

5.12.7 Substitute Bus Driver Training: Whereas, the District wishes to offer classified employees in classification other than bus driver the opportunity to participate in district provided classroom and behind-the-wheel training to qualify for a Class B driver’s license and work as a substitute bus driver. Pursuant to the above, the parties hereby agree to the following conditions for the training and subsequent work assignments:

(1) No employee shall be required to participate in the training program.

(2) Applicants shall be accepted on a case-by-case basis.

(3) The required forty (40) hours of district training shall be on paid time.

(4) Employees may flex their regular work schedule, where operationally feasible, in order to attend training, by mutual agreement of their immediate supervisor.

(5) The District shall reimburse employees for the cost of books and tuition for training.

(6) Employees shall receive the substitute bus driver rate of pay for all hours worked as a substitute bus driver, except that if the employee's regular rate of pay is higher than employee shall receive their higher pay rate.

(7) This will reflect an exemption from Article 6.5 Out-of-Class-Pay off the contract. Substitute transportation salary will commence on the first (1st) day of performance.

5.13 Summer School Assignments: In accordance with Education Code 45102

5.13.1 When work normally and customarily performed by bargaining unit employees is required to be performed at times other than during the regular September to June academic year, the work shall be assigned to employees serving in the appropriate classification(s). Employees who apply for summer school service and who are in the same classification as the available summer school positions shall be offered summer employment based upon consideration of the following factors: applicant's seniority in the classification in which the vacancy exists, applicant's qualifications, and/or interview(s). Internal applicants serving in the same or similar classifications as the summer school positions shall be offered the work before any external applicants are considered, provided that the internal applicant applies within ten (10) working days after the summer school position is closed.

5.13.2 When it is necessary to assign employees not regularly so assigned to serve during a summer school period, the assignment shall be made in the appropriate classification but in no event shall the employee be required to accept such assignment.

5.13.3 An employee who accepts a summer school assignment, and who works in a lower classification during summer school, will receive the lower rate of pay for the classification he/she is working. An employee who works in a higher classification will receive the higher rate of pay for the classification he/she is working.

5.14 Distribution of Job Information: Upon initial employment and each change in classification, each affected employee in the bargaining unit shall receive a copy of the applicable job description, a specification of the monthly and hourly rates applicable to his/her position, a statement of the duties of the position, a statement of the employee's regular worksite, regularly assigned work shifts, the hours per day, days per week, and months per year.

5.15 Special Education Assignments: Unit members assigned to work with Special Education inclusion students shall be provided with training that is relevant to the employee's assignment as identified in the student's IEP and the student's disability. Such training shall include appropriate instructional strategies, specialized health care needs, pupil management and the like.

5.16 Paraprofessional—Special Education II: The District and CSEA Chapter 485 agree that while a Paraprofessional—Special Education II may be assigned to an individual student(s) for the entire school year that, in the event that the student(s) withdraws from the District, the Paraprofessional—Special Education II may be transferred to another location and may have duties of a Paraprofessional—Special Education, but will maintain the position of Paraprofessional—Special Education II and shall remain in employment until at least the end of the Cabrillo Unified School District's school year.

5.17 Annual Trainings: Each school year, the District will estimate how long it should take for unit members to complete annual training and communicate that estimate to unit members before the last day of school.

12-month unit members shall complete all annual training during their regular workday with arrangements made with their immediate supervisor. The District shall communicate to less-than-12-month unit members that they may work on trainings up to the pre-authorized amount of extra hours outside of their regular work calendar (i.e. during the summer), to be documented on timesheets and paid at their regular rate of pay. Less-than-12-month unit members may also elect to complete their annual training during their regular workday with arrangements made with their immediate supervisor. Upon request, a unit member may complete training at the District office in which case they will be provided with a laptop to complete the training.

If a unit member cannot complete their training within the estimated number of hours, they shall contact Human Resources and complete the remainder of their training at the District office. Unit members shall be paid for the actual time spent completing the training.

5.18 On-the-Job Training: Unit members shall be provided with training that is relevant to their assignment, whether as a new employee of the District or as a permanent unit member who has changed classifications.

ARTICLE VI
SALARY

6.1 Payroll Period: All employees shall be paid once per month, payable on or before the last working day of the month. If the normal pay date falls on a holiday, paychecks shall be issued on the preceding workday. Employees on the variable payroll shall receive their paychecks, and pay for overtime work shall be issued, on or before the tenth day of the following month.

6.2 Paycheck Itemization: The following itemizations shall be included with the employee's variable paycheck: hours worked, hourly rate/step/range, and overtime earned/rate.

6.3 Payroll Errors:

6.3.1 Salary Underpayment: Any salary underpayment shall be corrected and a supplemental check issued within five (5) workdays following the determination that an error was made.

6.3.2 Salary Overpayment: Any salary overpayment shall be corrected by payroll deduction pursuant to a mutually agreed upon repayment schedule between the District and the employee.

6.4 Out-Of-Class Pay:

6.4.1 Employees shall not be required to perform duties which are not fixed and prescribed for the position by the Governing Board, unless the duties reasonably relate to those fixed for the position, for any period of time which exceeds five (5) working days within a fifteen (15) calendar day period, except as authorized herein.

6.4.2 An employee may not be required to work out of classification. However, if an employee voluntarily accepts an assignment to perform duties inconsistent with his/her classification his/her salary is adjusted upward to the rate for the higher classification for the entire period he/she is required to work out of classification. Rate of pay shall be at least ten (10) percent higher when taking the place of a unit member and at least fifteen (15) percent higher when taking the place of a non-unit member.

6.5 Longevity: Longevity increments shall be increased by the same percentage as the general salary increase. (Refer to CLASSIFIED SCHEDULE OF SALARY RANGES, Item 5.)

6.6 Professional Growth:

6.6.1 Professional Growth Committee: Three (3) classified employees appointed by CSEA, one (1) certificated administrator, and one (1) District office

administrator, shall meet at designated intervals to review and approve individual proposals for professional growth credit. The committee shall meet when required and shall select their own chairperson. The employee shall have the right to appeal by letter to the Professional Growth Committee. The Professional Growth Committee shall make the final decision.

6.6.2 Eligibility: Employees under contract with the District are eligible to participate in the program. Employees on unpaid leave are ineligible to participate in the program.

6.6.2.1 If an employee is paid to attend and receives reimbursement for classes and/or services, he/she shall not receive professional growth credit for these classes and/or services provided under this section.

6.6.3 Participation:

(a) The employee shall complete in triplicate a Request for Course Approval form. The request shall state the course to be taken, the institution to be attended, and the estimated time involved to complete the program.

(b) This request may be changed or adjusted by the employee and reviewed by the Committee as necessary. Copies of the Request for Course Approval form shall be distributed as follows: one (1) copy to the employee, one (1) copy to the employee's personnel file, and one (1) copy to the Committee.

(c) Upon completion of the required units/hours, the employee shall notify the personnel office. If all records are in order, the personnel office will submit a change of status to payroll indicating approval of additional compensation for professional growth.

6.6.4 Course List: A list of possible courses shall be made available to the employee upon request from the Committee.

6.6.5 Increment: Professional growth increments can be earned upon completion of nine (9) semester units. The professional growth increment can be earned through any combination of the following activities:

(a) Continuing Education: Credit will be given for the completion of college, adult education, or trade school courses pertinent to an employees' job assignment. Courses must be completed to receive credit.

(b) District Inservice Workshops: Attendance and participation in District in-service workshops or meetings held outside of regular working hours shall be restricted to subjects and topics which relate solely to the employee's classification of District's benefit or welfare.

(c) District Approved Educational Agencies and Special Programs**:** Included in these activities are workshops, seminars, conferences, conventions, institutes, lectures, etc., offered by colleges, adult schools, or professional associations, or special events approved by the Professional Growth Committee. Auditing of college classes may also be included in this category.

(d) Professional Association Participation: Active participation in the leadership of professional associations by serving as elected officers or organizations approved by the Governing Board.

6.6.6 Schedule of Units:

(a) The number of units earned for academic courses, offered by colleges, community colleges, and trade schools, verified by a passing grade, will be granted.

(b) All professional growth candidates taking courses at adult education must obtain a plus grade and following the attendance schedule as noted below in order to receive full credit for the course. In certain cases, where an employee has more than the permitted number of absences, the Professional Growth Committee may grant a lesser amount of credit as follows:

Total Hours in Adult Education Courses and Inservice Training	***Absences Permitted***	***Professional Growth Semester Units Granted***
5 - 9 hours	None	¼
10 -15 hours	None	½
16 - 20 hours	1	1.0
21 - 30 hours	1	1.5
31 - 40 hours	2	2.0
41 - 50 hours	2	2.5
51 or more hours	2	3.0

(c) Institutes, Lectures, Conferences, or Approved Employee Organizations:

Type of Conference, Course, Elected Office, etc.	***Credit***
Attendance verified for short learning program in a special field of work (such as summer institutes)	1 unit/20 hours
Auditing a course (certification of attendance required)	1 unit/20 hours
Attendance at conferences and conventions (maximum allowable: 9 hours)	¼ unit/4 hr day or ½ unit/9 hr day

Hold elected office in approved local association	½ unit full term
Hold an elected office in county, state, or national association	¾ unit full term

Classes taken during employer time or for which the District pays tuition and/or expenses will not be counted for credit.

6.6.7 Calculation of Increments**:** The professional growth increments should be credited annually, at the beginning of the fiscal year, and paid monthly.

Each increment shall be calculated at two (2) percent of Step A, Range 23 of the Schedule of Salary Ranges and prorated to the number of hours worked per day.

6.7 Deferred Compensation Program: The district shall implement the CalPERS 457 Deferred Compensation Program consistent with the Plan Document. It is understood that there is no additional expense to the District to implement the program.

6.8 Salary Increase: 2024-2025 School Year: The salary schedule for the 2024-2025 school year shall be increased by 5.0% retroactive to January 1, 2025. This increase shall be in addition to the 2.0% increase that already went into effect on January 1, 2025, due to the passage of the November 2024 parcel tax and in accordance with the District's and CSEA's MOU, dated July 10, 2024.

ARTICLE VII

EMPLOYEE EXPENSES AND MATERIALS

7.1 Uniforms: The District shall pay for the rental, cleaning, and maintenance of uniforms, identification badges, emblems, and cards required by the District to be worn or used by employees.

7.2 Tools: Employees shall not be required to furnish their own tools, equipment, or safety equipment/gear. Should the District assign duties requiring the use of tools, equipment, or safety equipment/gear, the District shall furnish same.

7.3 Physical Examination: The District shall pay for the cost of any medical examination required by the District.

7.4 Fingerprinting Check: The District shall pay for the cost of fingerprinting employees.

7.5 Loss of Personal Property: If prior approval to use specified personal property is obtained, in accordance with Board Policy 416, the District shall provide for reimbursement or replacement for the loss, destruction or damage by arson, burglary or vandalism or personal property up to a limit of $300.00 and in the absence of negligence on the part of the owner of such property.

7.6 Safety Equipment: The District shall provide safety equipment required by the District. Employees shall wear or use such required equipment.

7.7 Mileage: Any employee requested by his/her immediate supervisor to use his/her vehicle to perform tasks required by the District may request reimbursement at the Governing Board's established rate.

The employee may not submit for reimbursement until he/she has accrued mileage which will entitle him/her to a reimbursement of a minimum of five dollars ($5.00). Accumulation of mileage may occur over the entire school year and need not be submitted monthly. Reimbursement for less than five dollars ($5.00) may be submitted by the employee at the end of the school year.

7.8 Expenses: The District shall pay or reimburse permanent employees for the following expenses provided they are required by the District to maintain their employment status and provided they are approved in writing by his/her supervisor prior to the activity. If the District provides the class and/or services on paid time, the employee shall be reimbursed for the expenses.

7.8.1 The initial tuition fee for a First Aid class to maintain a current First Aid Certificate.

7.8.2 The fee for a tuberculosis (T.B.) test not to exceed the amount charged by the San Mateo County Department of Health Services.

7.8.3 The tuition and material fees for the classroom instruction hours required by law to renew a California School Bus Driver's Certificate.

7.8.4 The initial license fee to obtain or renew a California School Bus Driver's Certificate.

7.8.5 The cost of the physical examinations required by law for School Bus Drivers in an amount not to exceed the amount charged by the District's physician.

ARTICLE VIII
HEALTH AND WELFARE BENEFITS

8.1 Employee and Dependent Insurance Coverage: The District agrees to pay, for all employees and their dependents, prorated as applicable, the comprehensive programs of dental and vision insurance as stated in this section, subject to carrier availability and carrier stipulations. Additionally, the District shall pay for a single-party medical insurance plan up to the full cost of the Kaiser High single-party plan.

Should the Association select mutually agreed upon medical/hospital/surgical/ prescription carrier(s) of lesser cost to the district, upon completion of the first year, a bonus of 50% of the net cost savings will be awarded to the Association members.

8.1.1 Employees will have a choice of Sutter, United Health or Kaiser medical insurance, during the open enrollment period of the maximum premium paid will be calculated by the end of the first full week in October each year. Deductions will take effect on the October payroll warrant.

8.1.2 Effective July 1, 2021, Cash in Lieu will be calculated at $256.51 per month. Cash in Lieu will be adjusted by the actual COLA received for salary increases.

8.1.3 Dental coverage will be provided by Delta Dental Plan of California.

8.1.4 Vision care will be provided by Vision Service Plan.

Such benefits shall be received by the employees as follows:

8.1.5 Full-time employees: 100% fully-paid benefits.

1. **For the 2013-2014 Plan Year**: Commencing with the 2013-14 school year (i.e., the benefit plan year on October 1, 2013), the District's maximum contribution toward medical benefits for the term of this Agreement (i.e., through the 2014-2015 plan year) shall not exceed premiums for the Kaiser High Plan offered through the District's health benefit carrier. Upon expiration of this Agreement, the provisions set forth for 2014-2015 below shall apply.

2. All other provisions for Article VIII shall remain status quo, except for the following:

i. Section 8.1.1: Substitute "Anthem Blue Cross" for "Health Net."

ii. Section 8.1.5 paragraph 2 (i.e., the $75/$100/$189.84 employee contribution) shall be eliminated effective October 1, 2013.

3. **For the 2014-2015 Plan Year:** Status quo as described in 2013-2014 above, subject to the following: Upon expiration of this Agreement, effective with the plan year beginning October 1, 2015, the District's maximum contribution toward medical benefits shall not exceed premiums for the high plan of the lowest cost provider offered through the District's health benefit carrier.

4. New Employees The maximum District contribution for health benefits for employees whose first date of paid service is on or after July 1, 2011 shall be equal to the annual cost of coverage for the employee only on a pro rata basis per FTE.

a. New employees may elect to contribute out of pocket through monthly (12 months) automatic payroll deduction if they wish to purchase coverage beyond the employee only level.

b. The definition of "new employees" as used herein excludes unit members who were employed during the 2009-2010 school year who were laid off at the end of that year, or in any subsequent year, if such employee(s) are rehired within the statutory 39-month reemployment period.

c. Effective July 1, 2025, the District shall contribute $200 per month to those unit members whose first date of paid service is on or after July 1, 2011, and who elect the Employee + 1 or full family plan. Unit members who elect the low plan (Employee + 1 or full family) of the lowest cost provider shall have the difference between the employee-only high plan and the employee-only low plan of the lowest cost provider be applied towards the cost of the Employee + 1 or full family plan. These amounts shall not be prorated per FTE.

8.1.6 Regarding health insurance coverage for all part-time employees, the amount of the premium paid by the district for part-time employees shall be based upon the ratio of the number of hours worked per day as it bears to eight (8) hours for the work year of the employee.

8.1.7 Regarding vision and dental coverage for all part-time employees, the amount of eligible coverage for part-time employees shall be on a prorated basis as follows:

Hours Worked Per Day	***% of Benefits***
0 – 4.24	50%
4.25 – 6.24	75%
6.25 - 8	100%

8.2 Eligibility:

8.2.1 All employees shall be covered under the programs provided for in Section 8.1 of this article in accordance with that section.

Employees shall be enrolled in insurance programs on the first of the month following fulfillment of the eligibility requirement.

8.3 Benefit Plan Deductions: The District agrees to provide all active employees with payroll deduction for all benefit programs available in the District.

8.4 Life Insurance: A $20,000 life insurance policy shall be provided for all eight (8) hour-a-day employees.

8.5 Health and Welfare Benefits: Upon retirement, a retiree may elect to continue to participate in the group medical plans, provided the retiree remits advance payment to the district for the insurance premium and provided the carrier permits such participation. Upon death of a participating retiree, the surviving spouse may continue on the group medical plan, provided he/she remits advance payment and provided the carrier permits such participation.

8.6 Health and Welfare Benefits: The District and CSEA Chapter 485 agree that Article VIII, Health and Welfare Benefits, of the Agreement between the two entities does not bind the District to the named carriers included therein. Any changes in the carriers for fringe benefits currently in effect will be considered in cooperation with the representatives of CSEA Chapter 485 through their participation on the District's Insurance Committee and negotiations.

8.7 Temporary Increase in Hours: A part-time unit member who works at least thirty (30) minutes per day in excess of their part-time assignment for a period of forty (40) consecutive working days or more shall receive a prorated contribution to their health benefits for the period of time that they worked in excess of their part-time assignment. The adjustment in the proration shall be based upon the average increase in hours over the time period.

ARTICLE IX
HOLIDAYS

9.1 **Holiday Eligibility**: All employees shall be entitled to the holidays listed herein provided they were in paid status during any portion of the working day of their normal assignment immediately preceding or succeeding the holiday period.

9.2 **Scheduled Holidays**: In any given school year, a 12-month unit member is entitled to eighteen (18) paid holidays as follows:

Holiday	***Day(s) Observed for Holiday***
New Year's Day	January 1
Martin Luther King Day	Third Monday in January
Lincoln's Day	As per District-Adopted Calendar
Washington's Day	As per District-Adopted Calendar
Friday of Spring Vacation	As per District-Adopted Calendar
Memorial Day	Last Monday in May
Independence Day	July 4
Juneteenth	June 19
Labor Day	First Monday in September
Veteran's Day	November 11
Thanksgiving Day	Thursday proclaimed by the President and the following Friday
Christmas Eve	December 24
Christmas Day	December 25
Winter Holidays	Four weekdays after Christmas except for Winter Break Crew who would receive four (4) floating holidays as set forth in 9.5 Winter Break Cleaning Crew

Unit members whose regular work year is less than 12 months are entitled to the holidays when they meet the criteria in Article 9.1.

9.3 **Additional Holidays:** Shall be any day appointed by the President, or the Governor of the State, as provided for in subdivisions (b) and (c) of Education Code Section 37220 for a public fast, thanksgiving, or holidays, or any day declared a holiday under Education Code Section 1318 or 37222 for classified employees.

9.4 **Holidays on Saturday or Sunday**: When a holiday listed herein falls on a Sunday, the following Monday shall be deemed to be the holiday in lieu of the day observed. When a holiday listed herein falls on a Saturday, the preceding Friday shall be deemed to be the holiday in lieu of the day observed.

9.5 Winter Break Cleaning Crew: CSEA and the District agree that maintenance of the school sites is a mutual concern. Therefore, in order to appropriately prepare the schools for the new year, maintenance and operations employees will be asked to join a work crew during the winter break between Christmas and the New Year which shall be called the Winter Break Crew

1. By October 31, the District will determine the nature of the tasks to be accomplished and the number of custodial/maintenance workers needed for the Winter Break Crew.

2. Volunteers will be solicited. If none are forthcoming, employees with least seniority will be assigned.

3. Employees on the Winter Break Crew who work during the winter break will receive an equal number of floating holidays (taken separately or together, at the employee's preference during the fiscal year) and will receive a financial incentive to be determined by October 31.

ARTICLE X
VACATION

10.1 Eligibility: All permanent employees having completed their probationary period shall earn paid vacation under this article.

Regular employees (full or part-time) shall be entitled to a prorated vacation with pay.

Regular employees (full or part-time) shall accrue vacation benefits from their first month of service.

(a) Employees who work for ten (10) months or more each year shall take their vacation inside their work year.

(b) Employees who work for less than ten (10) months shall have their vacation added to their yearly salary and shall not take vacation within their work year.

10.2 Paid Vacation: Each employee shall receive paid vacation immediately following the fiscal year in which it is earned. When requested by the employee, in accordance with this article, paid vacation may be granted in the fiscal year in which it was earned and within the District's work requirements.

10.3 Accumulation: The following vacation schedule shall be in effect for regular employees (full or part-time) during the term of this Agreement:

Year Employed	***Days of Vacation Per Year***
1	12
2	13
3	14
4	15
5	16
6	17
7	18
8	19
9	20
10 and over	22

10.4 Vacation Pay: Pay for vacation days for all employees shall be the same as that which the employee would have received had he/she been in working status (overtime excluded).

10.5 Vacation Scheduling:

10.5.1 Vacation shall be scheduled in advance at times requested by employees, insofar as practicable, as determined by the employee's immediate supervisor and within the work requirements of the District.

10.5.2 During the first workweek of March, the District shall, through the employee's immediate supervisor, provide vacation forms at each worksite. The forms will indicate the employee's first and second choices for vacation preference. A summary sheet showing each employee's total vacation accrued shall be posted at each site.

10.5.3 No later than the last working day of March, the employee shall return to his/her immediate supervisor his/her first and second choices for vacation preference.

10.5.4 Not later than the last working day of April, the immediate supervisor shall inform each employee of his/her actual vacation dates. All vacations shall be final except as otherwise provided in this article. Employees whose first or second choices cannot be honored will be given written notice of the reason upon receipt by the employee of his/her vacation schedule.

10.5.5 If, for any reason, an employee is denied a scheduled vacation in the year following the year in which it is accrued, the employee shall suffer no reduction in the number of vacation days due, and the employee may request to carry over the vacation days to the following fiscal year. Rescheduling of previously denied vacation shall be in accordance with Section 10.5.8 of this article.

10.5.6 If two (2) or more employees within the same department at the same site who are in the same job classification request identical vacation schedules, the employee with the greatest seniority within that classification at the site or in the department shall be given his/her choice of vacation schedule.

10.5.7 When an employee with the greatest seniority at a given site and within a given job classification receives his/her choice of vacation, all other vacations at the employee's site and within the job category shall be scheduled in descending order of seniority.

10.5.8 Any employee who has not received his/her first or second choice of vacation schedule shall be given his/her choice of time determined appropriate for vacation purposes in descending order of seniority at a given site and within a given job classification.

10.5.9 Any employee who has been denied his/her choice of vacation after having been scheduled due to the District needs shall be given his/her choice of a time determined appropriate for vacation purposes by the District in descending order of seniority at a given site and within a given job

classification. A vacation schedule in accordance with this section shall be granted.

10.5.10 All other employees who for any reason do not submit a vacation request form within the specified time limits shall have their vacations scheduled to those open dates and times that remain, or, in the alternative, may request that all or any part of their vacation be carried over for use during the following fiscal year, provided that the carryover limit under Article 10.9 is not exceeded.

10.6 Holidays: When a holiday as defined in Article IX falls during the scheduled vacation of any full-time employee, such holidays shall not be charged against the employee's vacation balance, provided the employee was in paid status on the day immediately preceding the vacation period and the day immediately following the vacation period.

10.7 Vacation Postponement: If an employee's vacation becomes due during a period when he/she is on leave due to illness or injury, he/she may request that his/her vacation date be changed. The employee may elect to have his/her vacation rescheduled in accordance with the vacation schedule available at that time, as requested by the employee and approved by the District, or may request to carry over his/her vacation to the following year, provided that the carryover limit under Article 10.9 is not exceeded.

10.8 Interruption of Vacation: An employee shall be permitted to interrupt or terminate vacation leave in order to begin another type of paid leave provided by this Agreement without a return to active service, provided the employee supplies notice and supporting information regarding the basis for such interruption or termination, and such leave has been approved in advance by the District.

10.9 Vacation Carryover:

(a) Vacation must be taken in the year following the year in which it was accrued, however, up to one year's entitlement of vacation days may be carried over to the succeeding year. One year's entitlement is determined by the number of years a unit member has been employed as set forth under Article 10.3.

(b) If an employee is not permitted by the District to take approved vacation time because of his/her job requirements, the employee may carry over the vacation time to the following year, provided that the carryover limit under Article 10.9 is not exceeded, or elect to be paid for the vacation days at the employee's rate of pay at the time the vacation entitlement is to be paid. If the carryover limit is reached, the unit member shall be paid for any excess vacation days at their rate of pay at the time the vacation entitlement is to be paid.

10.10 Vacation Cash Out: The following shall apply to those unit members who, as of July 1, 2022, have an accrued balance of more than one (1) year's

entitlement to vacation leave: Effective July 1, 2022, at the end of each fiscal year, any vacation accrual in excess of one (1) year's entitlement shall be cashed out by the District at no more than two hundred (200) hours per year, unless a greater amount of cash out is requested by the employee and agreed to by the District. Any excess vacation leave balance in excess of the one (1) year's entitlement remaining on June 30, 2027 will be paid out.

ARTICLE XI
LEAVES

11.1 Bereavement Leave: Every employee shall be granted necessary leave of absence with pay not to exceed five (5) days on account of death of any member of his/her immediate family.

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

11.1.1 **"**Immediate family" means mother, father, mother-in-law, father-in-law, grandmother, grandfather, grandchild, husband, wife, son, son-in-law, daughter, daughter in-law, brother or sister, stepmother, stepfather, stepchild, domestic partner, legal guardian, foster children of the unit member or spouse, or any relative living in the immediate household.

11.1.2 In those instances where a special relationship exists, the Human Resources Department, may upon request, grant one (1) day's bereavement leave without loss of pay on account of the death of an individual not identified under 11.1.1. Employees may use available personal necessity days for additional bereavement leave.

11.2 Jury Duty: Employees may be absent from duty to serve as jurors of court witnesses pursuant to subpoena without loss of pay. Fees paid the employee for such purposes, excluding meals, travel, and parking expenses, shall be endorsed to the District.

11.2.1 Employees, upon being served notice for jury duty from officers of the court, must notify their immediate supervisor of such notice.

11.2.2 Employees are required to return to work during any day or portion thereof in which jury duty services are not required. The District may require verification of jury duty time prior to or subsequent to approving jury duty leave reimbursement.

11.3 Military Leave: An employee shall be entitled to military leave as provided for in the Military and Veteran's Code.

11.4 Illness or Injury Leave: Every employee employed five (5) days a week by the District shall be entitled to twelve (12) days of leave of absence for illness or injury with full pay for a fiscal year of service.

11.4.1 An employee employed five (5) days a week, who is employed for less than a full fiscal year, is entitled to that proportion of twelve (12) days of leave of

absence for illness or injury as the number of months he/she is employed bears to twelve (12).

11.4.2 An employee who works less than eight (8) hours a day shall receive sick leave benefits on a prorated basis as the number of hours worked bears to eight (8).

11.4.3 An employee employed less than five (5) days per week shall be entitled, for a fiscal year of service, to that proportion of twelve (12) days leave of absence for illness or injury as the number of days he/she is employed per week bears to five (5).

11.4.4 Pay for any day of such absence shall be the same as the pay which would have been received had the employee served during the day of illness. Credit for leave of absence need not be accrued prior to taking such leave by the employee and such leave of absence may be taken at any time during the year. However, a new employee of the District shall not be eligible to take more than six (6) days, or the proportionate amount to which he/she may be entitled under this section, until the first day of the calendar month after completion of six (6) months of active service with the District.

11.4.5 If an employee does not take the full amount of leave allowed in any year under this section, the amount not taken shall be accumulated from year to year.

11.4.6 Employees shall provide notice to their immediate supervisor when there is a need to be absent on account of illness or injury as soon as the need is known and before the start of their shift, unless the need is caused by an unforeseen emergency. The notice shall include the employee's expected duration of absence.

11.5 Industrial Accident and Illness Leave

11.5.1 An employee shall be entitled to an industrial accident or illness leave of up to sixty (60) working days in any one fiscal year for the same accident or illness. This leave shall commence on the first day of absence and shall not be accumulated from year to year, and when any leave overlaps a fiscal year, the employee shall be entitled to only that amount remaining at the end of the fiscal year in which the injury or illness occurred.

11.5.2 Payment for wages lost on any day shall not, when added to an award granted the employee under the Worker's Compensation Laws of this State, exceed the normal wage for the day.

11.5.3 The industrial accident or illness leave is to be used in lieu of normal sick leave benefits. When entitlement to industrial accident or illness leave under this section has been exhausted, entitlement to other sick leave, vacation,

or other paid leave shall then be used. If, however, an employee is still receiving temporary disability payments under the Worker's Compensation Laws of this State at the time of the exhaustion of benefits under this section, he/she shall be entitled to use only so much of his/her accumulated and available normal sick leave and vacation leave which, when added to the Worker's Compensation award, provides for a day's pay at the regular rate of pay.

11.5.4 Any time an employee on industrial accident or illness leave is able to return to work, he/she shall be reinstated in his/her original position where practicable and without suffering any loss of employment status or benefits.

11.5.5 Periods of leave of absence, paid or unpaid, shall not be considered to be a break-in-service of the employee.

11.5.6 When all available leaves of absence, paid or unpaid, have been exhausted, and if the employee is not medically able to assume the duties of the person's position, the person shall, if not placed in another position, be placed on a reemployment list for a period of thirty-nine (39) months. When available during the thirty-nine (39) month period, the person shall be employed in a vacant position in the class of the person's previous assignment over all other available candidates, except for a reemployment list established because of lack of work or lack of funds, in which case the person shall be listed in accordance with appropriate seniority regulations.

11.5.7 Whenever possible, injuries shall be reported within twenty-four (24) hours to the business office on forms provided for this purpose.

11.5.8 Whenever possible, serious accidents or accidents requiring immediate hospitalization should be reported immediately by phone to the business office.

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

11.7 Break In Service:

11.7.1 No absence under any paid leave provisions of this article shall be considered as a break in service for any employee who is in paid status, and

all benefits accruing under the provisions of this Agreement shall continue to accrue under such absence.

11.7.2 Time spent on an unpaid leave of absence shall not be credited for employment status or benefits but neither shall it be considered a break in service.

11.7.3 If at the conclusions of all paid or unpaid leaves of absence a permanent employee is still unable to resume the duties of his/her position, he/she shall be placed on a reemployment list for a period of thirty-nine (39) months, no break in service shall have occurred.

11.8 Personal Necessity Leave:

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

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

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

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

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

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

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

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

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

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

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

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

11.9 Retraining and Study Leave: A permanent employee who has worked for the District for three (3) continuous years may apply for a leave of absence without pay for the purpose of retraining or study. To take effect, a study/retraining leave of absence must be approved by the Superintendent and the Governing Board.

11.10 Conference Leave: A leave of absence not to exceed five (5) days may be granted with pay to the chapter president or his/her designee to attend the CSEA annual conference. Such leave must be approved by the Superintendent.

11.11 General Leaves: When no other leaves are available, a permanent employee may apply for a general leave of absence with or without pay on terms mutually agreed to by the District and the employee. A general leave of absence with or without pay must be approved by the Superintendent and the Governing Board.

11.11.1 Personal Leave: A personal leave without pay may be granted by the Superintendent or designee for a period of five (5) working days or less. If possible, the request should be made one (1) week in advance.

11.11.2 Compensation and Benefits While on Leave: While on leave of absence, without pay, deduction for salary will be made at the per diem rate of the individual's current salary. If the individual is in paid status fifteen (15) or more working days during a calendar month, applicable insurance benefits for the month will be paid by the District. If the individual is in paid status less than fifteen (15) working days during the calendar month, it will be deemed that he/she has not earned insurance benefits for the month

involved. In order to keep insurance policies from lapsing, the individual is on leave for less than one (1) month, the payment on request will be deducted from the next month's pay warrant. However, if the leave is for a longer period of time, the individual must submit to the Payroll Department the required amount of money prior to the beginning of each month for which the insurance must be paid.

11.11.3 Maternity and Parental Leave:

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

If a unit member has exhausted all personal illness or injury leave and continues to be absent on account of parental leave, then for the remaining portion of the 12-workweek period, the unit member shall be compensated at no less than 50 percent of their regular salary for the remaining portion of the 12-workweek period of parental leave. Unit members may elect to use other available paid leaves, including vacation and comp time, to supplement up to 100% of their regular earnings.

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

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

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

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

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

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

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

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

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

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

11.11.4 Maternity Leave:

(a) A unit member shall be granted up to six (6) days accumulated personal necessity leave at the birth or adoption of his/her child (see Personal Necessity, 11.8.1.c). In addition, an employee shall be entitled to use illness or injury leave, including extended sick leave, as provided in Section 11.6 of this article for temporary disability due to pregnancy, miscarriage, abortion, and recovery therefrom. Disability means that the employee is medically unable to perform her regular duties. The length of the leave of absence, including the date on which the leave commences and the date on which the employee shall resume duties, shall be determined by the employee and her physician. Such leave shall not be used for child care

11.12 Family Care Leave (AB 109 Knox)

A bargaining unit member may use accrued sick leave, equal to the number of days accrued by the bargaining unit member in a six (6) month period, for the purpose of attending to a sick parent, spouse, or child (AB 109 Knox)

11.13 Family and Medical Care Leave

11.13.1 Employees who have completed one year of service, and at least 1,250 hours of service during the previous one year period (July 1 – June 30),

for the District have the right to request unpaid leave of absence for up to 12 workweeks within a 12-month period within the fiscal year for the purpose of caring for a new baby, a newly adopted baby, or a newly placed foster child; for a child, spouse, domestic partner, parent, grandparent, grandchild, or sibling with a serious health condition; or for the employee's own serious health condition.

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

11.13.3 "Parent" means a biological, foster, or adoptive parent, a parent-in-law, a stepparent, a legal guardian, or other person who stood in loco parentis to the employee when the employee was a child. "Child" means a biological, adopted, or foster child, a stepchild, a child of a domestic partner, a legal ward, or a child of a person standing in loco parentis.

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

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

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

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

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

11.13.8 Right of Return: The employee shall retain employee status during the period of the FMLA/CFRA. The leave shall not constitute a break in

service for purposes of longevity and/or seniority under any collective bargaining agreement or under any employee benefit plan. Benefits must be resumed upon the employee's reinstatement in the same manner and at the same levels as provided when the leave began, without any new qualification period, physical exam, et cetera.

11.14 Right of Return from Nonindustrial Accident or Illness:

An employee returning from a leave of absence shall, unless he/she otherwise agrees, be reinstated to equal classification occupied by him/her at the time of the granted leave of absence. Where practicable, the employee shall be returned to his/her original assignment which was vacated at the time of the leave. He/she is entitled to all previously accumulated sick leave and vacation, but will not be granted accumulation of sick leave or vacation for the period of his/her absence except as provided by law. District fringe benefits are forfeited during any unpaid leave of absence unless fully paid by the employee, in advance, for the total period of such leave.

11.15 Reproductive Loss Leave

A Unit member is entitled upon request to take up to five (5) days of leave following a reproductive loss event (i.e., miscarriage, stillbirth, failed adoption, failed surrogacy, or an unsuccessful assisted reproduction). Leave may be taken nonconsecutively. Reproductive loss leave shall not exceed twenty (20) days within a 12-month period if a unit member experiences more than one reproductive loss event.

Leave shall be completed within three (3) months of the reproductive loss event. However, if a unit member is on or elects to go on any leave provided under state or federal law, then leave shall be completed within three (3) months of the end date of the other leave.

Reproductive loss leave shall be unpaid, except that a unit member may use their accrued and available sick leave.

ARTICLE XII
TRANSFERS

12.1 Employee Initiated Transfer:

12.1.1 When a new position is created or an existing position becomes vacant in the same classification, a permanent employee may apply for a transfer by filing a written request on a form jointly approved by CSEA and the District. A copy is to be retained by the employee.

12.1.2 Posting of Vacancy Notice: The District shall send one copy of every job vacancy notice to the President of CSEA Chapter 485 on the first day of posting. Notice of all vacancies shall be posted on bulletin boards of prominent locations at each District job site. The job vacancy shall remain posted for a period of ten (10) full working days. The job vacancy notice shall be numbered and shall include:

(a) the job title,
(b) a brief description of the position and duties,
(c) the minimum qualifications required for the position,
(d) the assigned job site,
(e) the appropriate number of work days per year and shifts,
(f) the salary range, and
(g) the deadline for filing to fill the vacancy.

12.1.3 No transfer request shall be filled until the completion of the posting period.

12.1.4 The employee must, within the twelve (12) month period prior to the transfer request, have performed his/her work in a satisfactory manner, based upon the most recent evaluation.

12.1.5 The Personnel Department will establish a transfer request log which will be available for review by CSEA.

12.1.6 When seeking to fill a vacancy through transfer procedures, all employees on the transfer log who make application shall be granted an interview. If the District decides to select from its employees, the employee on the transfer log with the greatest district wide seniority shall be offered the position provided that all other qualifications are equal.

12.1.7 Any employee who is not offered a position for which he/she applied may request to meet with the Personnel Director for the purpose of discussing such reason(s). Such reason(s) shall be placed in writing if requested by the employee.

12.1.8 Any time prior to official confirmation, the employee may withdraw his/her transfer request.

12.2 Employer Initiated Transfer: Any employee may be involuntarily transferred based upon justifiable needs provided that such transfer shall not be for arbitrary, capricious, or vindictive reasons, and shall not result in the loss of pay or benefits to the employee. The employee shall meet with the Personnel Director and be given the specific reasons for the transfer and such reasons shall be placed in writing and forwarded to the CSEA President upon the employee's request.

12.3 Emergency Transfer: When an emergency situation exists, an employee may be temporarily transferred within the District. At the end of his/her temporary assignment, the employee shall be returned to his/her original assignment and job site. No temporary transfer shall extend beyond the current fiscal year. The vacancy, if deemed to be needed on a permanent basis, shall be filled in accordance with the provisions of this article.

ARTICLE XIII
PROMOTION

13.1 Posting of Notice:

13.1.1 Notice of all job vacancies shall be posted on bulletin boards in appropriate locations at each occupied District job site and provided electronically to all unit members.

13.1.2 The job vacancy notice shall remain posted for a period of ten (10) working days during which time employees may file for the vacancy.

13.2 Notice Content: The job vacancy notice shall include the job title, a brief description of the position and duties, the minimum qualifications required for the position, the assigned job site, the number of hours per day, regular assigned workshift times, days per week, months per year assigned to the position, the salary range, and the deadline for filing to fill the vacancy.

13.3 Filing: Any employee may file for the vacancy by submitting application through EdJoin within the filing period. Any employee on paid or unpaid leave or vacation may authorize his/her job representative to file on the employee's behalf.

13.4 First Consideration: Employees shall be given first consideration for promotion to positions represented by CSEA provided their training and ability meet the necessary requirements. The District will interview all qualified CSEA unit members who apply for a posted vacancy. When a unit member is not selected for promotion, then he/she may request to meet with Human Resources to discuss the decision.

13.5 Step Placement: Any employee promoted in the classified service shall have his/her salary adjusted to Step A of the new range or to one step above the old salary, whichever is higher.

13.6 Probationary Extensions: If a probationary employee is promoted to a higher classification before the end of the probationary period, the probationary period for that employee shall be extended for six (6) months from the date of the promotion, at which time he/she shall be eligible for a step increase.

13.7 Probationary Status for Promoted Permanent Employees: If a permanent employee is promoted to a position in a higher classification, that employee shall be probationary in the new position for a period of three (3) months, at the end of which he/she shall be entitled to a step increase providing performance is satisfactory. In the case of a permanent employee in probationary status in a position due to promotion who is not performing satisfactorily during the probationary period, the District may either extend the probationary period for an

additional three (3) months or reassign the employee to the position held prior to the promotion.

ARTICLE XIV
RECLASSIFICATION

14.1 Placement in Class: Every bargaining unit position shall be placed in a class.

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

14.3 Request for Reclassification: Either the District or any employee may submit a request for reclassification at any time during the life of this Agreement for any position. All requests shall be in writing.

14.3.1 Employee Requests: Upon a meeting with the immediate supervisor, the employee(s) shall submit a written request to reclassify a position which shall include the reasons for the request to his/her immediate supervisor, with copies to the appropriate district level administrator and the President of CSEA.

(a) The employee's immediate supervisor shall investigate and respond to the reclassification request in a written recommended decision forwarded to the appropriate district level administrator with copies to the employee and the President of CSEA within twenty (20) working days.

(b) Within ten (10) working days after receiving the reclassification response, the district level administrator shall meet with the employee(s) to discuss the request.

(c) The appropriate district level administrator shall issue a decision regarding the reclassification request within twenty (20) working days.

(d) If the parties agree to the district level administrator's decision, it shall be presented to the Governing Board for final approval.

(e) If the parties do not agree to the district level administrator's decision, it may be appealed by CSEA within ten (10) days through advisory arbitration or through the Governing Board. The arbitration process shall conform to Article XVII; however, the decision shall be advisory to the Governing Board. The Governing Board shall act upon the request within twenty (20) working days. The decision of the Governing Board is final.

14.3.2 District Requests: Requests by an employee's immediate supervisor to reclassify a position and the reasons for the request shall be submitted in written form to the appropriate district level administrator with copies to the employee and the President of CSEA.

(a) The appropriate district level administrator shall investigate and respond to the reclassification request in a written decision with copies to the employee, the immediate supervisor, and the President of CSEA within twenty (20) days.

(b) If the parties agree to the district level administrator's decision, it shall be presented to the Governing Board for final approval.

(c) If the parties do not agree to the district level administrator's decision, it may be appealed by CSEA within ten (10) days through advisory arbitration or through the Governing Board. The arbitration process shall conform to Article XVII; however, the decision shall be advisory to the Governing Board. The Governing Board shall act upon the request within twenty (20) working days. The decision of the Governing Board is final.

14.4 Salary Placement of Reclassified Positions: When a position or class of positions is reclassified upward, the position or positions shall be placed on the salary schedule in a range which will result in at least a one (1) range increase above the salary of the existing individual position.

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

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

14.6 Abolition of a Position or Class of Positions: If the District proposes to abolish a position or class of positions, the District shall notify CSEA in writing prior to taking such action.

ARTICLE XV
LAYOFF, EFFECTS AND REEMPLOYMENT

15.1 Authority: When the Governing Board determines that layoff due to lack of work and/or lack of funds is necessary, the procedures and effects for layoff shall be administered under this article. Prior to Board action, a meeting will be held with the CSEA President.

15.2 Definitions:

15.2.1 Layoff: A layoff is a separation from a position (including displacement from a position as a result of being bumped by a more senior employee), or in lieu of layoff a reassignment or demotion with the employee's consent to a position with fewer hours, shorter work week, or lower pay.

15.2.2 Seniority: Seniority shall be determined by date of hire subsequent to June 30, 1990; the seniority list based upon hours worked in the employee's present classification plus equal or higher classifications shall be frozen as of June 30, 1990.

15.2.4 Bumping: Bumping is movement from a current classification to an equal or lower classification in which the employee has previously served in order to avoid layoff.

15.3 Seniority Lists:

15.3.1 Employees shall be placed on a seniority list as follows: Seniority lists for each classification listing all employees who have earned seniority in that classification placed in order of highest seniority (see 15.2.2) in the classification, plus higher classifications. Incumbents in positions in the class shall be designated by an asterisk (*).

The seniority list will be frozen as of June 30, 1990. Thereafter, new employees shall be added to the seniority list based on date of hire. Employees who disagree with their placement on the seniority lists shall have the right to appeal by July 1, 1991, the outcome of the appeal will be determined by the Association and the District.

15.3.2 Seniority List Update: Seniority lists shall be updated by February 15 of a school year if the District is contemplating a layoff. Seniority lists shall be upgraded, posted, and delivered to CSEA at the time layoff notices are issued. Seniority lists will indicate whether a classification is funded by a specially funded program.

15.4 Layoff Procedure:

15.4.1 Involuntary Reduction in Assigned Time: Layoff shall occur by laying off all employees in a job classification when a reduction in hours is the reason for the layoff due to lack of work or lack of funds. A reemployment meeting will be held when the District determines the new hours or number of positions. District use of this section shall be subject to the following:

15.4.1.1 The foregoing section 15.4.1 shall be suspended for the 2010-2011 and 2011-2012 school years (i.e., the District will not initiate reductions to be effective in 2010-2011 or 2011-2012), except as provided in section 15.4.1.2 below.

15.4.1.2 The foregoing suspension shall not apply to unit positions (or portions of unit positions) funded by revenue that is other than the unrestricted general fund, or to Paraprofessional Sp Ed II and School Bus Driver positions. The foregoing suspension shall apply to unit positions (or portions of unit positions) funded by unrestricted general fund revenue as of July 1, 2010 which thereafter are funded by restricted general fund revenue.

15.4.1.3 The District shall retain its statutory right to lay off employees for lack of work or lack of funds;

15.4.1.4 The District may, through negotiated agreement with CSEA, reduce the hours of employees not covered by section 15.4.1.2 above.

15.4.1.5 The suspension set forth above (last sentence of section 15.4.1 and sections 15.4.1.1 through and including 15.4.1.4) shall expire automatically, and the language of section 15.4.1 above shall be reinstated and in effect such that reductions may be made commencing July 1, 2012.

15.4.2 Elimination of Positions: When it is necessary for the District to reduce the number of employees in a classification due to lack of work or lack of funds, the method of layoff will be to eliminate the necessary number of positions in the class. Employees with the least seniority in the affected class plus seniority accrued from serving in higher classes will be laid off first.

15.5 Order of Layoff and Reemployment: Classified employees shall be subject to layoff for lack of work or lack of funds. Whenever a classified employee is laid off, the order of layoff within the class shall be determined by length of service, which shall be determined by date of hire. The employee, who has been employed the shortest time in the class, plus higher classes, shall be laid off first. Reemployment shall be in the reverse order of layoff.

15.6 Consultation with CSEA: CSEA shall have the right to consult with the District during the period following the meeting with the CSEA President and prior to the effective date of the layoff. The District and CSEA will utilize this period to review seniority lists and work through bumping progressions with the intent to give formal layoff notice to only those employees at the bottom of the bumping chain within a classification. This provision shall not be intended to preclude the District from issuing precautionary layoff notices to unit members who may be laid off due bumping or a unit member's assertion of their rights.

15.7 Specially Funded Positions: Layoff of unit members due to the expiration of a specially funded program shall be conducted in accordance with Education Code 45117. The District shall notify CSEA in writing of the proposed layoff(s) due to the expiration of a specially funded program not less than 15 days prior to issuing the notice to the employee.

15.8 Notice of Layoff:

15.8.1 A layoff notice shall contain:

(a) a statement of the reason for layoff,
(b) a statement of the effective date of layoff,
(c) a statement of the employee's displacement (bumping) rights, if any,
(d) a statement of the employee's reemployment rights;
(e) a statement that the employee may be eligible for unemployment insurance
(f) a statement that the employee may review seniority lists at the district office; and
(g) an advisement of the right to hearing as set forth in Education Code section 45117.

15.8.2 A written notice of layoff shall be given to the affected employees no later than March 15th informing the affected employee that their services will not be required for the ensuing year.

15.8.3 Notice of layoff shall be delivered personally to the employee or mailed by certified or registered mail to the employee at his/her last known address.

15.8.4 Copies of layoff notices shall be provided to CSEA.

15.9 Bumping Procedure:

15.9.1 An employee laid off in one classification, who previously served in an equal and/or lower classification, first may move into that equal classification if his/her seniority is greater than any employee presently serving in that classification.

15.9.2 An employee laid off in one classification, who previously served in a lower classification, may move into that lower classification if his/her seniority is greater than any employee presently serving in that classification.

15.9.3 If two (2) or more employees subject to layoff have equal seniority in a classification, the determination as to who will be laid off will be made on the basis of the greater hire date in the classification plus higher classes, and if that be equal, the determination shall be made by the permanent ranking system.

In order to implement CSEA article 15.7.3, a permanent ranking system was developed on December 14, 1999. This system shall be used to assign a permanent seniority ranking to all employees who have identical classification hire dates.

Ranking system as follows:

1. By the first letter of the last name and if that be equal, then the second letter, etc.;
2. If the last name is identical, then the same process shall apply to the first name.

1.	T
2.	A
3.	D
4.	U
5.	F
6.	Y

7.	P
8.	S
9.	O
10.	X
11.	R

12.	E
13.	V
14.	C
15.	Q
16.	L

17.	I
18.	H
19.	W
20.	G
21.	Z

22.	K
23.	J
24.	N
25.	B
26.	M

15.9.4 An employee bumped from his/her classification shall have the same rights as other laid off employees, providing the employee's seniority is greater than those employees remaining in the classification.

15.10 Reemployment Rights:

15.10.1 A person laid off because of lack of work or lack of funds is eligible for reemployment for a period of thirty-nine (39) months and shall be reemployed in preference to new applicants. In addition, such persons laid off have the right to participate in promotional examinations within the District during the period of thirty-nine (39) months.

15.10.2 Employees who take voluntary demotions or voluntary reductions in assigned time, in lieu of layoff or to remain in their present positions rather than be reclassified or reassigned, shall be granted the same rights as persons laid off and shall retain eligibility to be considered for reemployment for an additional period of up to twenty-four (24) months, provided that the same tests of fitness under which they qualified for appointment to the class still apply.

15.10.3 Employees who take voluntary demotions or voluntary reductions in assigned time, in lieu of layoff, shall be, at the option of the employee, returned to a position in their former class or to positions with increased assigned time as vacancies become available, and without limitation of time; but, if there is a valid reemployment list, they shall be ranked on that list in accordance with their proper seniority.

15.10.4 Offers of reemployment shall be made on the basis of reemployment lists based on the highest seniority. Reemployment shall be in the reverse order of layoff.

Reemployment meeting:

Employees shall be notified of openings by certified return receipt mail at the last known address of record. Notification shall include seniority rights of each employee within each eligible classification. Notification shall also include date, time, and place of reemployment meeting as well as proxy procedures.

The personnel department, with CSEA representation assisting, shall chair the reemployment meeting. Reemployment offers will be made within each specific classification by seniority.

Acceptance of a position will be confirmed by employee signature.

15.10.5 Employees not obtaining a position at the rehire meeting shall be notified of new openings for which they are eligible by telephone. The employee shall be responsible for notifying the District of any change in address and/or phone number. The employee shall upon notification by telephone call, have twenty-four (24) hours from the time of direct contact to notify the Personnel Director of acceptance or refusal. If the employee cannot be notified by direct contact (telephone), the written notification will be sent by certified return receipt mail. The employee will then have seven (7) working days to respond. Failure to respond shall be considered a waiver of the right to the vacancy.

15.10.6 An employee on a reemployment list may decline two (2) offers of reemployment in his/her former classification. After the second refusal, the employee's name shall be placed in inactive status. No additional offers need be made, except upon a good cause the District may permit additional offers.

15.10.7 Employees who are laid off may be permitted to substitute in classifications from which they were laid off, provided the laid off employee notified the District of his/her desire to be placed on the substitute list.

15.10.8 A layoff shall not be considered a break in service.

15.10.9 Employees shall be reemployed in the highest rated job classification available that they have served in, in accordance with their seniority.

15.10.10 When a layoff has occurred within a classification, vacancies within that class shall be filled first from the reemployment list. Subsequently, the vacant position shall be posted and applicants for the position shall be considered in the following order:

(a) transfer,
(b) promotion, and
(c) other employment actions.

15.10.11 The District may not abolish any of its classified positions and utilize volunteers in lieu of classified employees who are laid off as a result of the abolition of a position; nor may the District refuse to employ a person in a vacant classified position and use volunteers in lieu thereof.

15.10.12 With regard to the effects of the reduction and layoffs, the parties fully understand that services will be reduced or eliminated, indeed, employees whose hours are reduced will be performing less work for the District. For those positions eliminated or reduced, this work will not be performed by volunteers nor will any CSEA employee be asked to work outside of their job description or outside their assigned work hours.

Increases in workload shall be subject to negotiations.

15.10.13 Election of Retirement — Reemployment Rights**:** Any employee laid off for lack of work or lack of funds and who elects service retirement from the Public Employees' Retirement System shall be placed on an appropriate reemployment list. The District shall notify the Board of Administration of the Public Employees' Retirement System of the fact that retirement was due to layoff for lack of work or funds. If the employee is offered and accepts, in writing, an appropriate vacant position, the District shall maintain the vacancy until the Board of Administration has properly processed the employee's request for reinstatement from retirement.

15.11 Benefits:

15.11.1 The employee shall be entitled to all accrued pay, including vacation pay and earned wages up to the time of layoff.

15.11.2 Extended Benefits Period**:** The employee, in addition to any other benefit herein provided, shall be entitled to medical/dental coverage, at the rate as though still employed for an extended benefits period of not more than four (4) months from the effective date of layoff or until such time as the employee resigns or refuses an offer of reemployment,

whichever first occurs. Said coverage provided by the District shall be equal to that purchased by the District during active employment status. Any coverage purchased by the employee prior to layoff will continue to be paid by the employee during the extended benefits period.

15.12 Waiver of Binding Arbitration:

This article is not subject to Level III, Binding Arbitration of Article XVII, Grievance Procedure. If a Grievant is not satisfied with the decision rendered at Level II, he/she may appeal the decision in writing within ten (10) working days to the Governing Board. The decision of the Governing Board shall be final and binding on both parties.

ARTICLE XVI
DISCIPLINARY ACTION

16.1 Disciplinary Action:

16.1.1 Disciplinary action may be taken by the District against a permanent employee for just cause, as defined in Board Policy and/or the Education Code.

16.1.2 Disciplinary action includes dismissal, suspension, demotion, any involuntary change in an employee's job classification for disciplinary reasons, or transfer for disciplinary reason. (A layoff, as covered in Article XV, is not disciplinary action.)

16.2 Disciplinary Procedure: The following progressive disciplinary procedures will be applied, except where the nature of the offense may require the District to skip progressive discipline, as set forth below.

16.2.1 Verbal Warning**:** An employee whose work or conduct is of such character as to incur discipline shall first be warned verbally by their supervisor, or appropriate District or school administrator. The employee shall be informed of the nature of the meeting and shall be entitled to union representation at their discretion. A verbal warning may result in a post-conference summary memorandum. No documentation of the verbal warning shall be placed in the employee's personnel file.

16.2.2 Written Warning: An employee whose work or conduct is of such character as to incur discipline shall next be warned in writing by his/her supervisor or appropriate District or school administrator, except in those cases where an employee is subject to an immediate suspension as provided for this article. Such warning shall state the reasons underlying any intention the supervisor may have of recommending any disciplinary action. The employee shall be notified that he/she may request a copy of the warning be sent to the chapter president. Except as provided herein, the supervisor shall give advance warning to permit the employee to correct the deficiency without incurring disciplinary action.

16.2.3 Disciplinary Action: Should an employee's work or conduct continue to be of such a character as to incur discipline, then the District may recommend disciplinary action, including suspension without pay, demotion, and termination. Such disciplinary action will trigger the provisions outlined in Articles 16.2.3.1, 16.2.3.2, 16.2.3.3, and 16.3.

16.2.3.1 Immediate Suspension: An employee against whom disciplinary action is to be taken may be immediately suspended without pay pending a hearing when his/her

presence would be seriously detrimental to the welfare of the District, students, or employees. Such immediate suspension may be ordered by the Superintendent or his/her designee after the employee has been notified of the charge(s) against him/her and has been given an opportunity to respond in a Skelly hearing presided over by a neutral representative of the District who had no involvement in the investigation nor in the drafting of the charges. If it is determined that the causes for immediate suspension are without grounds, then any pay withheld shall be reinstated to the employee.

16.2.3.2 Informal Conference (at the District's option): An employee against whom disciplinary action is to be taken, upon the Superintendent or his/her designee request, shall meet with the Superintendent or his/her designee prior to written notification of official charges. The employee shall be informed orally of the reasons for disciplinary action. The action to be taken by the District, and be given an opportunity to respond.

16.2.3.3 Written Notice: An employee against whom disciplinary action shall be taken shall be informed in writing, either by personal service or certified or registered mail to the employee's last known address of the following:

STATEMENT OF CHARGES: A statement of the specific charge against the employee shall be written in ordinary and concise language and shall include:

(a) The cause and the specific action or omission upon which the disciplinary action is based,
(b) The date on which disciplinary action will be effective,
(c) The penalty for the employee's action,
(d) Copies, if any, of written materials, reports, and documents on which the action is based, and
(e) The person to whom he/she should respond.

16.3 Disciplinary Appeal:

16.3.1 Right to a Hearing: The employee may request a hearing, in writing, either by mail or personal delivery to the District within five (5) working days after the service of the statement of charges. A card shall be provided to the employee, the signing of which shall constitute a demand for a hearing. In the absence of a request for a hearing within five (5) working days, the disciplinary action shall become effective on the date set forth in the written notice.

16.3.2 Hearing: The hearing shall be conducted before the Governing Board in Closed Session unless the employee makes a request for a public hearing

at least five (5) calendar days before the hearing is scheduled. The Governing Board may deliberate the hearing matters in Closed Session.

The hearing shall be conducted before the Governing Board not before five (5) calendar days nor beyond thirty (30) calendar days after the filing of a request for a hearing. These timelines may be waived by mutual agreement.

16.3.3 Representation: The employee may be represented at the hearing by a representative of his/her choice.

16.3.4 Hearing Procedures: The employee shall have the right to personally appear and testify, to call favorable witnesses, and to cross-examine adverse witnesses.

Technical rules of evidence shall not apply at the hearing.

Should the Governing Board determine that the procedures provided for in Section 16.2 have been violated, the requested disciplinary action shall be invalid.

A record of the hearing may be made.

Except in an emergency situation, failure of the employee or designated representative to appear at the hearing shall constitute a waiver of the right to a hearing and the disciplinary action shall become effective immediately.

16.3.5 Results of the Hearing: Within fifteen (15) days a written decision of the Governing Board shall be sent to the employee, including the findings of fact and determination of issues.

16.3.6 Board Decision: The decision of the Governing Board shall be final and binding.

16.3.7 Appeal: This article shall not be subject to the grievance procedure, but nothing herein shall be construed as having waived the employee's rights to judicial review.

ARTICLE XVII
GRIEVANCE PROCEDURE

17.1 Purpose: This grievance procedure shall be used to process and resolve grievances arising under this Agreement. The purposes of this procedure are to resolve grievances informally at the lowest possible level and to provide an orderly procedure for reviewing and resolving grievances promptly.

17.2 Definitions:

17.2.1 A "grievance" is an alleged violation, misinterpretation, or misapplication of the terms of this Agreement which directly and adversely affects the grievant. Actions to challenge the terms of this Agreement shall not be considered a grievance. Matters for which a specific method of review if provided by law or by the terms of this Agreement are not within the scope of this procedure.

17.2.2 A "grievant" is an employee or employees covered by this Agreement or CSEA.

17.3 Group Grievance: If the grievance involves employees with different immediate supervisors, or CSEA, the grievance may be filed at Level II.

17.4 Time Limits: Each party involved in a grievance shall act quickly so that the grievance may be resolved promptly. Every effort should be made to complete action within the time limits contained in the grievance procedure, but with the written consent of both parties the time limitation for any step may be extended. Failure by the grievant to appeal a decision within the specified time limits shall be deemed an acceptance of the decision. Failure by the District to respond to the remedy within the specified time limits shall be deemed an acceptance of the remedy.

17.5 Informal Discussion: Initially, the aggrieved employee shall present the grievance directly or through his/her representative to the immediate supervisor.

17.6 Level I — Immediate Supervisor: If the informal discussion does not resolve the grievance, a formal grievance may be initiated, not later than thirty (30) working days after the employee knew or should have known of the act or omission giving rise to the grievance.

17.6.1 A formal grievance shall be initiated in writing and shall be filed with the immediate supervisor on forms prepared jointly by the administration and CSEA. Such forms shall be made readily available at all job sites by the District. The written grievance shall contain sufficient facts and circumstances to enable the District to investigate the grievance and for the parties to fulfill the purposes set forth in section 17.1, including the

particulars of the incident from which the grievance arose, disclosure of the identity of the aggrieved party, and the nature of the circumstances claimed to be in violation of the contract.

17.6.2 Within ten (10) working days after the filing of the formal grievance, the immediate supervisor shall investigate the grievance and give his/her decision in writing to the grievant.

17.7 Level II — Superintendent: If the grievant is not satisfied with the decision rendered at Level I, he/she may appeal the decision within ten (10) working days to the Superintendent/designee.

17.7.1 The appeal shall include a copy of the original grievance, the decision rendered at Level I, and a clear, concise statement of the reason for the appeal.

17.7.2 Within ten (10) working days, the Superintendent shall meet with the grievant in an attempt to resolve the grievance.

17.7.3 Within ten (10) working days, the Superintendent shall investigate the grievance and give his/her decision in writing to the grievant.

17.8 Level III — Binding Arbitration: If the grievant is not satisfied with the decision rendered at Level II, he/she may appeal the decision in writing within ten (10) working days to binding arbitration. CSEA shall retain the right to determine which cases proceed to arbitration.

17.8.1 The parties shall select a mutually acceptable arbitrator. In the event they are unable to agree on an arbitrator within ten (10) working days of the submission of the grievance to arbitration, the arbitrator shall be selected from a list submitted by the State Mediation and Conciliation Service or the American Arbitration Association. If the grievant and the District cannot agree on an arbitrator from the list, each party shall alternately strike names until only one name remains after determining the first strike by lot.

17.8.2 The arbitrator shall conduct a hearing at which both parties may present evidence. After concluding the hearing, he/she shall prepare a report listing the issues and pertinent facts found at the hearing. The arbitration award resulting from this procedure shall be final and binding on both parties. The arbitrator award shall be sent to the Governing Board, with copies to the grievant, CSEA and the Superintendent. The Superintendent shall implement the award within ten (10) working days. The cost of the arbitration shall be borne equally by the parties.

17.9 General Provisions:

17.9.1 Records: No grievance shall be retained in the employee's personnel file. All records of the proceedings shall be retained by the Personnel Department in a separate grievance file.

17.9.2 Reprisals**:** No reprisals shall be taken by or against any participant in a grievance by reason of such participation.

17.9.3 Release Time: A reasonable number of representatives of CSEA shall have the right to receive reasonable periods of release time for the transacting and processing of grievances.

17.9.4 Representation: The grievant may be represented by a representative of CSEA at any level of the grievance procedure.

17.9.5 Response: If the District fails to respond to a grievance within the time limits specified for that level, the grievant shall have the right to appeal to the next level.

17.9.6 Employee Processed Grievance**:** Prior to the binding arbitration, an employee may present a grievance and have such grievance adjusted without the intervention of CSEA, as long as the adjustment is not inconsistent with the terms of the Agreement, provided that the District shall not agree to a resolution of the grievance until CSEA has received a copy of the grievance and the proposed resolution and has been given the opportunity to file a response.

ARTICLE XVIII
JOB REPRESENTATIVES

The District recognizes the need of CSEA to designate job representatives from among its employees in the bargaining unit. It is agreed that CSEA in appointing job representatives does so for the purpose of promoting an effective relationship between the District and employees. CSEA shall notify the District in writing of the names of the job representatives and the group they represent by September 1 of each school year. After notifying the immediate supervisor, a job representative shall be permitted a reasonable amount of time to perform his/her duties as job representatives.

ARTICLE XIX
SAFETY CONDITIONS

19.1 Duty to Report: The District shall provide safe working conditions. All alleged violations of safe working conditions shall be reported to the employee's immediate supervisor as soon as possible. If the situation has not been resolved within a reasonable period of time, the employee may submit such alleged violation to the appropriate administrative agency, such as CAL OSHA.

19.2 Committee: A district wide joint committee of four (4) — two (2) assigned by CSEA and two (2) assigned by the District — shall be established to review safety conditions at each job site. The committee will meet a minimum of three (3) times per year. Meeting schedule shall be determined at the first meeting.

ARTICLE XX
CONTRACTING OUT

20.1 Restriction on Contracting Out: During the life of this Agreement, the District agrees that it will not contract out work which has been customarily and routinely performed by employees in the bargaining unit unless such contracting out is specifically allowed or required by statute.

The District may contract out for work where essential job equipment is not available, the job skills are not available, or expediency is essential due to an emergency.

ARTICLE XXI
SAVINGS

21.1 Legal Exclusion: If any provisions of this Agreement are held to be contrary by law or outside the scope of bargaining by a court of competent jurisdiction or by an unappealed decision of the Public Employment Relations Board, such provisions shall be deemed invalid except to the extent permitted by law, but all other provisions shall continue in full force and effect.

21.2 Requirement to Negotiate Jurisdiction of Exclusion: In the event any article or section of the Agreement is said to be contrary to law, the parties shall meet within twenty (20) days to discuss whether or not to mutually agree to negotiate a replacement of such article or section.

21.3 Ratification of Additions or Changes: Any additions or changes in this Agreement shall not be effective unless reduced in writing and properly ratified and signed by both parties.

ARTICLE XXII

SCHOOL CLOSURES

The District retains its right to amend, modify or rescind policies and practices referred to in this Agreement in the case of an emergency (i.e., natural disaster, act of war, act of God, power failure, energy crisis, or other catastrophic event as determined by the Superintendent).

In the event any District facility is ordered to close (by an outside government agency or as determined by the Superintendent), or any District operations are curtailed due to an emergency, CSEA bargaining unit employees will not suffer any loss of pay or benefits relative to the regular schedules for the period of closure or curtailment. Any employee scheduled to work during a period of closure or curtailment will hot have vacation, sick leave, or any other accrued leaves deducted. Unit members affected by the closure or curtailment of operations due to an emergency may be temporarily reassigned and/or transferred during the period of closure or curtailment, unless otherwise excused by the Superintendent or designee.

CSEA and the District shall meet regarding the impacts of any school closure as soon as practicable.

ARTICLE XXIII
DURATION

The District agrees in principle with CSEA's proposal for a three-year agreement (SY 2021-2022 through 2023-2024) with reopeners for the second and third years on Article VI, "Salary," and Article VIII, "Health and Welfare Benefits," and such other number of articles to be agreed upon by the Parties to the conclusion of these successor negotiations.

22.1 Duration: This agreement shall be effective July 1, 2024 and shall continue in full force and effect through and including June 30, 2025.

22.2 Reopeners:

22.2.1 For the 2022-2023 school year each party shall have the right to reopen negotiations on Article VI - Wages, VIII - Health and Welfare Benefits, and up to one (1) additional article selected by each party.

22.2.2 For the 2023-2024 school year each party shall have the right to reopen negotiations on Article VI - Wages, VIII - Health and Welfare Benefits, and up to two (2) additional articles selected by each party.

22.3 Notification and Public Notice If either party desires to alter or amend this Agreement, it shall, not less than one hundred and twenty (120) days prior to the termination date set forth under this article, provide written notice to the other party of said desire and the nature of the amendments and cause the public notice provisions of law to be fulfilled.

Signed by:

For CSEA:	For District:
_____	_____
Chapter President	Superintendent
_____	_____
Labor Relations Representative	Director, Personnel/Pupil Services

_____
Labor Relations Legal Counsel



APPENDICES

CSEA DUES SCHEDULE

Effective September 1, 2004

The per capita dues of the State Association shall be assessed at the rate of 1.5% of the first $2,450 of monthly gross salary (exclusive of overtime but including longevity, professional growth, and anniversary increments), but shall not exceed a maximum assessment of $367.50 annually.

Add to the above, $4.00 per month for chapter dues.

APPENDIX A



SIDE LETTERS

SIDE LETTER G

CONTRACTING OUT MECHANIC WORK

CSEA, Chapter 485 (“Union”) and Cabrillo Unified School District (“District”) hereby agree that the District may contract out mechanic’s work, i.e. the maintenance, repair and certification of district vehicles (including school buses) for the period from July 1, 2003 through June 30, 2007, provided that the number of district vehicles regularly operated as of September 1, 2003 remains the same or less.

If the number of district vehicles regularly operated during the term of this agreement increases above the level as of September 1, 2003 then either party may reopen negotiations on this side letter.

This side letter shall “sunset” on June 30, 2007 unless the parties execute a new side letter extending the agreement. If an agreement to extend is not executed by the parties, the District immediately shall cease and desist from any contracting out of the maintenance, repair or certification of District vehicles.

TENTATIVE AGREEMENT

CABRILLO UNIFIED SCHOOL DISTRICT
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CHAPTER 485

May 12, 2025

The Cabrillo Unified School District ("District") and the California School Employees Association and its Chapter 485 ("CSEA") have reached the following Tentative Agreement ("TA").

ARTICLE V – HOURS AND OVERTIME

The District and CSEA agree to add the following paragraph to Article 5.6.5:

> 5.6.5 Available overtime shall be communicated to all eligible employees via a medium of communication mutually agreeable to CSEA and the District. Any change in practice shall not be made without consulting with the CSEA Chapter President. Said communication shall include the date, time, location, and any pertinent details i.e. name of event. Each employee shall have 24 hours to respond specifying whether they want the assignment or not. At the end of the 24-hour period, the overtime shall be assigned from among those who responded affirmatively, first to employees who work at the site in order of seniority, then to the entire department in order of seniority. Refusal by a senior employee of any overtime assignment shall not waive his/her right under this section to be offered any subsequent overtime assignment.
>
> In the event that a Night Custodian reports their absence on the same day of their shift, the response time for eligible employees to accept an overtime assignment shall be (10) minutes. Unit members who are assigned a District radio shall be contacted by radio; otherwise, the District shall use the personal cell phone number on file.

***

The District and CSEA agree to add the following sections to Article V:

5.17 Annual Trainings: Each school year, the District will estimate how long it should take for unit members to complete annual training and communicate that estimate to unit members before the last day of school.

12-month unit members shall complete all annual training during their regular workday with arrangements made with their immediate supervisor. The District shall communicate to less-than-12-month unit members that they may work on trainings up to the pre-authorized amount of extra hours outside of their regular work calendar (i.e. during the summer), to be documented on timesheets and paid at their regular rate of pay. Less-than-12-month unit members may also elect to complete their annual training during their regular workday with arrangements made with their immediate supervisor. Upon request, a unit member may complete training at the District office, in which case they will be provided with a laptop to complete the training.

If a unit member cannot complete their training within the estimated number of hours, they shall contact Human Resources and complete the remainder of their training at the District office. Unit members shall be paid for the actual time spent completing the training.

5.18 On-the-Job Training: Unit members shall be provided with training that is relevant to their assignment, whether as a new employee of the District or as a permanent unit member who has changed classifications.

***

The Parties agree that their negotiations for the 2024-25 school year are hereby concluded.

Dated: 05.12.2025

For the District:

[redacted]

Dated: 5/13/2025

For the Association:

[redacted]

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Associate Superintendent of Human Resources & Student Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of CUTA Collective Bargaining Agreement for 2025-26

BACKGROUND INFORMATION

During the 2024-2025 school year, bargaining teams representing the Cabrillo Unified School District ("District") and the Cabrillo Unified Teachers' Association ("CUTA") met to negotiate Article 2, "Compensation," Article 3, "Health and Welfare Benefits," and other articles of their collective bargaining agreement ("CBA"). All items were successfully negotiated, ratified by the Association membership, and approved by the governing board at the June 12, 2025 governing board meeting.

Staff completed all of the updates to the Collective Bargaining Agreement, and the final document is now ready for approval by the governing board

FISCAL ANALYSIS

The fiscal impact of the negotiated settlements with the District's Association partners was included in the budget presentation by the Chief Business Official at the June 12 meeting of the governing board.

RECOMMENDATION

Staff recommend approval of the CUTA Collective Bargaining Agreement

Prepared by: *Erick Perez and Bianca Forrester*

AGREEMENT

between the

CABRILLO UNIFIED SCHOOL DISTRICT

and the

CABRILLO UNIFIED TEACHERS' ASSOCIATION

2021-2022 THROUGH 2025-2026 SCHOOL YEARS

CUTA Approved June 2025
Pending Board Approved June 26, 2025

CABRILLO UNIFIED SCHOOL DISTRICT

Board of Trustees

Carmen Daniel….....President
Lizet Cortez….....Vice President
Peter Cerneka.....Clerk
Mary Beth Alexander.....Member
Breanna Lafontaine.....Member

Dr. Ramon Miramontes.....Superintendent

Negotiating Team

Bianca Forrester, Lead Negotiator, Associate Superintendent, Human Resources/Student Services
James Barnes.....Director of Student Support Services

CABRILLO UNIFIED SCHOOL DISTRICT TEACHERS' ASSOCIATION

Officers

John Carey….....President
Christina Yeakley.....Vice-President
Maile Springer.....Treasurer
Claudia Lunstroth-Decost ……..…….…… Secretary

Negotiating Team

Joseph Centoni .....Lead Negotiator
Rebecca Wallach….....Member
Sean Riordan.....Member
Rebecca Jeffs …….....Member
Juliana Ron …….....Member

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A 2021-2022 Salary Schedule Retroactive to June 2023 per Tentative Agreement approved by the Governing Board on October 10, 2024, titled 2023-2024 Certificated Salary Schedule.
January 1, 2024- 2025 Salary Schedule Approved by the Governing Board on November 14, 2024, effective January 01, 2025, titled 2024-2025 Certificated Salary Schedule.
B 2021-2022 Co-Curricular Salary Schedule Retroactive to July 01, 2024, approved by the Governing Board on October 10, 2024 titled Co-Curricular and Special Assignment Salary Schedule 2024-2025.
2024-2025 Co-Curricular Salary Schedule Effective January 01, 2025, approved by the Governing Board on November 14, 2024 titled 2024-2025 Co-Curricular and Special Assignment Salary Schedule.
C 2023-2024; 2024-2025 School Calendar
D Health Benefits For Certificated Employees
E COBRA—Answers to Your Most Commonly Asked Questions
F Notice of Certificated Vacancy
G Initial Conference Form
H Observation of Classroom Teaching
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J Evaluation Form for Cocurricular Personnel
K Board Policy No. 1312.1, Complaints Concerning District Employees
L Administrative Regulations No. 1312.1, Complaints Concerning School Personnel
M Site Leadership Team Bylaws
N MOU CUTA: CUSD (temporary appendices pending ratification by CUTA membership)

This contract is made and entered into this 9th day of April 2025 by and between the Governing Board of the Cabrillo Unified School District (hereinafter referred to as "the District") and the Cabrillo Unified Teachers' Association (hereinafter referred to as "the Association") -- a chapter of the California Teachers' Association/National Education Association -- pursuant to Chapter 10.7, sections 3540 through 3549 of the Government Code ("Act").

WITNESSETH

That the parties hereto have agreed as follows:

ARTICLE 1: RECOGNITION

The District recognizes the Association as exclusive representative for all certificated employees of the Board including regular and probationary and temporary teachers, nurses, project teachers, speech therapists, special education teachers, counselors and librarians, and excluding any management, confidential and supervisory employees, for the purpose of meeting and negotiating.

1.1

ARTICLE 2: COMPENSATION

2.1 Salary Schedule

2.1.1 Unit members in paid status as of July 1, 2024, shall receive a retroactive salary payment based upon the following:

2.1.1.1 The salary schedule for the 2022-2023 school year (Appendix A.2) shall be increased by six percent (6.0%), retroactive to July 1, 2023.

2.1.1.2 The Master's degree stipend, National Board Certification Stipend, Cocurricular and Special Assignment Salary Schedule, per diem pay rate, and hourly pay rate, shall be increased by six percent (6.0%), retroactive to July 1, 2024.

2.1.3 Unit members in paid status as of January 1, 2025, shall receive a retroactive salary payment based upon the following:

2.1.3.1 The salary schedule for the 2024-2025 school year shall be increased by five percent (5.0%), retroactive to January 1, 2025. This increase shall be in addition to the two percent (2.0%) increase that already went into effect on January 1, 2025, due to the passage of the November 2024 parcel tax and in accordance with the District's and CUTA's Tentative Agreement. Dated September 11, 2024.

2.1.4 Effective July 1, 2025, the Cocurricular and Special Assignments Salary Schedule, Masters Stipend, and per diem rate shall be increased by five percent (5.0%)

2.2 National Board Certification

2.2.1 Commencing with the 2005-2006 school year, unit members who provide written verification from the National Board for Professional Teaching Standards to the District by October 15 of attainment of National Board Certification shall receive an annual stipend equivalent to the master's stipend as provided in Appendix A. This October 15 deadline may be adjusted.

2.3 Cocurricular Pay Schedule

2.3.1 Posting for Vacancies
Bargaining unit members who perform cocurricular service shall be compensated for service rendered in accordance with Appendix B, which is attached to and incorporated into this Agreement. Compensation listed on the schedule shall be determined through the bargaining process. All cocurricular positions held by nonbargaining unit members shall be reopened on an annual basis. Bargaining unit members who apply for an open position shall be given first consideration. The administration shall

post all notices of cocurricular openings within the District. This posting shall include teacher bulletin boards, school bulletins where applicable, school site offices, and the District office. A copy shall be provided to the Association. The District shall indicate yearly which positions will not be funded for that school year.

2.3.2 Retention of Position

Bargaining unit members who hold a cocurricular position shall retain their positions unless they voluntarily relinquish the position, the position is no longer funded by the District, or their performance is deemed unsatisfactory. Unsatisfactory performance shall be communicated to the bargaining unit member on the Evaluation Form for Cocurricular Personnel at any time during the cocurricular activity (Appendix J).

2.4 Daily Rate

The daily rate is determined by dividing the annual salary by 185.

2.5 Pay Raises: The following changes are effective July 1, 2019.

2.5.1 Salary Schedule

All bargaining unit members in the unit shall be paid in accordance with the salary schedule contained in Appendix A.

2.5.2 Prior Experience (Salary Placement)

A maximum of eleven (11) year's prior credentialed experience shall be allowed for salary schedule placement effective prospectively for unit members initially employed commencing with the 2017-2018 school year. Credit for other appropriate experience may be granted by recommendation of the Superintendent and approved by the Governing Board.

2.5.3 Column Placement

Bargaining unit members shall be placed on the salary schedule in the appropriate classification and step according to the following:

2.5.3.1 Classification A

Bargaining unit members who hold a regular California teaching credential and a recognized Bachelor's Degree from a regionally accredited four-year college or university, who have earned, since completing work for that degree, up to fifty-nine (59) semester units, or a Master's degree.

2.5.3.2 Classification B

Bargaining unit members who hold a regular California teaching credential and a recognized Bachelor's Degree from a regionally accredited four-year college or university, who have earned, since completing work for that degree, sixty (60) semester units, or a Master's degree plus fifteen (15) semester units.

2.5.3.3 Classification C

Bargaining unit members who hold a regular California teaching credential and a recognized Bachelor's Degree from a regionally accredited four-year college or university, who have earned, since completing work for that degree, seventy-five (75) semester units, or a Master's degree plus thirty (30) semester units.

2.5.3.4 Classification D

Bargaining unit members who hold a regular California teaching credential and a recognized Bachelor's Degree from a regionally accredited four-year college or university, who have earned, since completing work for that degree, ninety (90) semester units, or a Master's degree plus forty-five (45) semester units.

2.5.4 Course Work Credit

Upper division and/or graduate academic units shall be those credits so designated on the transcript by the college, university, or institution from which the credits are earned. Any academic units used for salary determination shall be work related and apply to bargaining unit members in columns A, B, C, or D. Units designated as continuing education units or earned through District sponsored workshops shall apply for salary determination to bargaining unit members moving into columns A, B, C, or D. Such units are limited to five (5) units for column A, eight (8) units for column B, twelve (12) units for column C, and fifteen (15) units for column D. Such units must be approved in advance by the Personnel Department and shall be work related. (Continuing Education Units became effective 7/1/87.)

The standard of credit for units under continuing education or District workshops shall be at least twelve (12) contact hours for one unit of credit.

2.5.5 Request for Classification Change

Bargaining unit members who qualify for a higher salary class placement must submit a written request on a District-initiated survey for the Classification change with evidence of qualification to the Superintendent no later than April 15 of the school year preceding the anticipated change of classification.

Bargaining unit members may alter their request until May 1 of the same year.

For the 2016-2017 school year only, bargaining unit members who qualify

for a higher salary class placement for the 2017-2018 school year must submit a written request on a District-initiated survey for the Classification change with evidence of qualification to the Superintendent or designee, no later than June 30, 2017.

Sufficient units of college credit to support the requested classification change must be complete transcripts received in the Personnel Department no later than October 15 of the new contract period. The bargaining unit members may submit other verification records (grade report, letter from instructor or college/university) which will be used until the official transcript is submitted. Official transcripts must be on file by the beginning of the second semester.

2.5.6 Credit for Experience (Column and Step Change)

2.5.6.1 Credit for Year of Experience For Salary Purposes

Bargaining unit members must work seventy-five (75) percent of the days (139 days) of a normal full year contract (185 days) in order to have that year count as a year of experience for salary purposes.

2.5.6.2 Step Advancement

After initial placement, bargaining unit members will be advanced by not more than one anniversary step for each year of service in the District.

2.5.6.3 Part-Time Employment

Part-time teachers will advance on the salary schedule when they have rendered a complete school year of service (defined as 75% of the number of days school is in session), based on a multiyear accumulation of days worked. (Example: 0.5 FTE will advance after two school years; 0.25 FTE will advance after three school years.)

2.6 Credit for Professional Preparation

Bargaining unit members shall be placed in the professional preparation classification in accordance with the units and/or degrees earned by October 1 of each contract year provided the provisions of section 2.5.5 of this contract are followed.

2.7 Additional Compensation

The following forms of additional compensation shall remain unchanged and become flat amounts subject to possible increases through future negotiations. 2017. Any relevant previous formulas formerly appearing beneath the salary schedule are eliminated.

2.7.1 Master's Degree Stipend: Bargaining unit members who hold an earned Master's Degree from an accredited college or university will receive additional compensation in the amount of $2,690 (see Appendix A.1).

2.7.2 National Board Certification Stipend: Bargaining unit members who have earned National Board Certification will receive additional compensation in the amount of $2,690 (see Appendix A.1).

2.7.3 Cocurricular and Special Assignment Salary Schedule shall be according to Appendix B (based on Appendix A.1).

2.7.4 Hourly Rate: The hourly rate shall be computed on the basis of Appendix A.10 ($60.82).

2.8 Eleven-Month Pay Plan

2.8.1 Commencing with the 2017-2018 school year, all full-year bargaining unit members are paid in eleven (11) monthly installments, August through June. They may elect to have their salary paid in twelve (12) monthly installments, August through July. To exercise the 12-month option, bargaining unit members must submit a signed written request to the Payroll Department no later than August 1.

2.8.2 Unit members whose first official date of paid service (i.e., after all necessary documents have been filed with the District) is after the date for submission of payroll to the County Office of Education shall receive their first paycheck on the pay day for the subsequent month. For example, if the payroll cutoff date is August 10, and the unit member's first official date of paid service is August 15, s/he would receive her/his first paycheck on September 30.

ARTICLE 3: HEALTH AND WELFARE BENEFITS

3.1 Health Insurance

3.1.1 Health and Welfare Benefits

For the 2012-13 Plan Year:

Status quo.

For the 2013-14 Plan Year:

a. Commencing with the 2013-14 school year (i.e., the benefit plan year on October 1, 2013), the District's maximum contribution toward medical benefits for the term of this Agreement (i.e., through the 2014-2015 plan year) shall not exceed premiums for the Kaiser High Plan offered through the District's health benefit carrier. Upon expiration of this Agreement, the provisions set forth for 2014-2015 below shall apply.

b. All other provisions of Article 3 shall remain status quo, except that section 3.1.1 (i.e., the $75/$100 employee contribution) shall be eliminated effective October 1, 2013.

For the 2014-15 Plan Year:

Status quo as described in 2013-2014 above, subject to the following: Upon expiration of this Agreement, effective with the plan year beginning October 1, 2015, the District's maximum contribution toward medical benefits shall not exceed premiums for the high plan of the lowest cost provider offered through the District's health benefit carrier.

New Employees: Effective July 1, 2024, the maximum District contribution for health benefits for employees whose first date of paid service is on or after July 1, 2011 shall be equal to the annual cost of coverage for the employee only of the high plan of the lowest cost provider on a pro rata basis per FTE.

a. New employees may elect to contribute out of pocket through monthly (12 months) automatic payroll deduction if they wish to purchase coverage beyond the employee only level.

b. The definition of "new employees" as used herein excludes unit members who were employed during the 2009-2010 school year who were laid off at the end of that year, or in any subsequent year, if such employee(s) are rehired within the statutory 39 month reemployment period.

c. Effective July 1, 2025, the District shall contribute $200 per month to those unit members whose first date of paid service is on or after July 1, 2011, and who elect the Employee + 1 or full family plan. Unit members who elect the low plan (Employee + 1 or full family) of the lowest cost provider shall have the difference between the employee-only high plan and the employee-only low plan of the lowest cost provider be applied towards the cost of the Employee + 1 or full family plan.

The District will establish an IRC 125 plan for those employees who desire to utilize it to pay for the remaining health coverage costs.

Cash in-Lieu: The cash in-lieu established July 1, 2007, is $193.00. The increase in cash in-lieu is calculated on the annual percentage of compensation increase. Those teachers employed after July 1, 2003 will not be eligible for the cash in-lieu option.

Proof of coverage must be received by the Personnel Department no later than 4:00 p.m., September 10. Proof of coverage must be in the form of an official letterhead correspondence from the medical provider or the employer providing the medical coverage. Proof of coverage must be provided annually.

3.1.2 Coverage While Ill

Bargaining unit members who are absent on account of illness and who have exhausted their accumulated paid leaves shall continue to receive full insurance coverage to be paid by the District for that period of illness not to exceed twelve (12) months following exhaustion of said leaves, provided they remain employees of the District during that time.

3.1.3 Coverage While On leave

Bargaining unit members on Board-approved unpaid leaves of absence shall have the option to continue to receive health insurance coverage for themselves and their dependents for the period of their leaves and shall reimburse the District for such costs.

3.2 Dental Insurance Plan

A dental plan through Delta Dental Plan of California shall be provided by the District for all bargaining unit members and their dependents. The plan will be fully paid by the District for full-time employees only. For part-time employees hired new to the District, effective July 1, 1991, dental benefits shall be prorated to the employee's FTE. All employees must participate in the dental plan.

The same level of coverage shall be maintained; however, if carrier requirements and limitations are changed, the District shall immediately provide the Association with pertinent documentation and the District and the Association will enter into negotiations to agree upon an alternative plan.

As a result of 1996-97 negotiations, the level of coverage is as provided by the Delta Dental DPO Plan Option.

3.3 Vision Care Plan

The District shall provide all bargaining unit members and their dependents with a vision plan through Vision Service Plan. The plan will be fully paid by the District for full-time employees only. For part-time employees hired new to the District, effective July 1, 1991 vision benefits shall be prorated to the employee's FTE. All employees must participate in the vision plan.

3.4 Annuities - Credit Union

Bargaining unit members may participate in the tax-sheltered annuity of their choice with the District providing payroll deductions for this purpose. The District shall also honor written assignments of salary deductions to the Association's credit union.

3.5 Cost Increase

Any increase in coverage costs beginning July 1, 1991 shall be paid by the District and shall be included in the negotiated "total compensation" package, that is, salary schedule and Article 3.

3.5.1 Cost Containment

CUTA and the District will explore all medical plans available to improve coverage while containing costs.

3.6 Duration of Benefits

3.6.1 Benefits for Bargaining Unit Members Paid for by the District

3.6.1.1 If a certificated employee completes a full contract year of the school year, the employee's benefits continue from the date of eligibility for a full 12 months.

3.6.1.2 If a certificated employee is hired for less than a full-year of the contracted school year, the employee is entitled to prorated health benefits from the date of eligibility as the worked days bear to a full contracted year.

3.6.2 Benefits for Terminated Bargaining Unit Members Paid for by the Terminated Employee

The benefits provided in this Article shall remain in effect during the term of this Agreement. Should a bargaining unit member's employment terminate during the school year, he/she shall be entitled to continue coverage under the health and dental plans as provided under COBRA (see Appendix E.2). Vision Service Plan is not provided under COBRA.

3.6.3 Hold Harmless Clause

The District and the Association shall be held harmless for any liability arising from carrier-initiated cancellation or loss suffered by any bargaining unit member taking part in any annuity or salary protection program.

ARTICLE 4: LEAVES OF ABSENCE

4.1 Personal Illness and Injury Leave

4.1.1 Entitlement

The District's personal illness and injury leave entitlement shall not exceed one (1) day for each eighteen (18) contract days, up to a maximum of ten (10) days per year. The full entitlement shall be available for use beginning on the bargaining unit member's second day of service on the current contract. In a case where a unit member fails to work a full contract year, the number of sick leave days granted shall be based upon the eighteen (18) contract days accrual.

Commencing with the 2005-2006 school year, employees who are assigned to and work a 7/6 schedule on an ongoing basis (not less than a semester) will get paid for sick leave based on the pay rate of the 7/6 schedule. If the employee returns to a 6/6 schedule, the employee will get paid for sick leave based on the pay rate of the 6/6 schedule for all accrued sick leave days. The same approach shall be applied to a 6/5 schedule.

4.1.2 Verification of Illness

Bargaining unit members may be required to secure verification of illness or injury from a health practitioner licensed by the State when using personal illness and injury leave for more than two (2) consecutive days. When more than ten percent (10%) of the bargaining unit members at a school site are absent due to personal illness or injury on any day or number of days, those bargaining unit members using personal illness and injury leave shall, upon request by the District, be required to secure verification of each day's illness or injury from a health practitioner licensed by the State. The extent and nature of the request and verification may vary according to the needs as determined by the District.

4.1.3 Accumulated Sick Leave

The District shall provide a bargaining unit member upon written request, with a written statement of (a) his accumulated sick leave total, and (b) his sick leave entitlement for the school year. Such statements shall be provided within thirty (30) days after the written request is made.

4.1.4 Notification Requirements

Bargaining unit members shall contact the District not less than ninety (90) minutes prior to the beginning of the school day on the first day of leave and shall notify the building principal/site administrator no later than 1:30 p.m. of their intent to return the next day, unless the next day is a

holiday or weekend. Failure to so notify the building principal/site administrator may result in continuation of the substitute teacher's services in which case the cost of the individual's substitute pay shall be deducted from the unit member's monthly salary.

4.1.5 Use of Accumulated Sick Leave for Family Illness

Unit members may use up to six (6) accumulated or available sick leave days to care for an ill child, parent or spouse as provided for by Section 233 of the California Labor Code. This is in addition to use of accumulated leave provided in Section 4.5.

4.2 Extended Sick Leave

4.2.1 Entitlement

Any bargaining unit member, after using her/his accumulated paid sick leave and who is still unable to work due to illness or injury, shall be entitled to extended sick leave subject to verification every three weeks from a health practitioner licensed by the State. Extended sick leave shall begin after all accumulated paid sick leave has been used and shall continue up to a period of up to five (5) months, or the number of days necessary for the leave to last until the end of the school year in which the leave began. The five (5) month period or number of days provided herein shall be counted during the teacher work year.

4.2.1.1 An employee shall not be provided more than one five-month period per illness or accident, except as provided in Section 4.2.1 above (i.e., to complete a leave to the end of the school year in which the leave began). However, if a school year terminates before a five-month extended leave is exhausted, the employee may take the balance of the five-month period in a subsequent school year.

4.2.1.2 When an employee has exhausted all available sick leave, including accumulated sick leave, and continues to be absent on account of illness or accident for a period beyond the period provided pursuant to Section 4.2.1, and the employee is not medically able to resume the duties of his or her position, the employee shall, if not placed in another position, be placed on a reemployment list for a period of 24 months if the employee is on probationary status, or for a period of 39 months if the employee is on permanent status. When the employee is medically able, during the 24- or 39-month period, the certificated employee shall be returned to employment in a position for which he or she is credentialed and qualified. The 24-month or 39-month period shall commence at the expiration of the period provided pursuant to Section 4.2.1.

4.2.2 Pay While on Extended Sick Leave

During the period of extended sick leave, the bargaining unit member shall receive partial pay equal to the difference between his/her regular pay and the amount paid the substitute teacher. If no substitute is employed, the bargaining unit member shall receive partial pay equal to the difference between his/her regular pay and the amount derived by multiplying the short-term daily substitute rate by the number of working days absent.

4.3 Maternity and Parental Leave

4.3.1 General Requirements for Marternity and Pregnancy Disability

A bargaining unit member shall be entitled to use personal illness leave including extended sick leave as provided in sections 4.1.1 and 4.2.1 of this article for temporary disability due to pregnancy, miscarriage, abortion and recovery therefrom. Disability means that the bargaining unit member is medically unable to perform her regular duties. The length of the leave of absence, including the date on which the leave commences and the date on which the bargaining unit member shall resume duties, shall be determined by the unit member and her physician. Such leave shall not be used for child care.

4.3.2 Verification

The unit member shall submit the verification from her doctor upon the District's form, "Physician's Medical Verification Letter (Pregnancy Only)," obtainable from the Personnel Department, or a medical certification from her health care provider.

4.3.3 Parental Leave

During each school year, a unit member may utilize their personal illness leave for the purpose of parental leave (i.e., baby bonding) for a period of up to twelve (12) workweeks, subject to and in accordance with Education Code section 44977.5. Such leave may be used intermittently in periods of at least one (1) week at a time.

If a unit member has exhausted all personal illness leave and continues to be absent on account of parental leave, then for the remaining portion of the 12-workweek period, the unit member is entitled to the difference between his/her regular pay and the amount paid the substitute teacher. If no substitute is employed, the unit member shall receive partial pay equal to the difference between his/her regular pay and the amount derived by multiplying the short-term daily substitute rate by the number of working days absent.

4.3.4 Child Rearing Leave

A leave of absence without pay shall be granted for the purpose of raising her/his natural or adopted child. Such leave shall be for no more than twelve (12) months' duration. Child Rearing Leave shall be completed within twelve (12) months of the child's birth or adoption. Child Rearing Leave shall be deducted concurrently with Parental Leave under Article 4, section 4.3.3. (i.e., the balance of unpaid Child Rearing Leave shall be deducted by any Parental Leave taken under Article 4, section 4.3.3) The District and the unit member shall schedule the period of leave in order that the return date shall coincide with normal school breaks, i.e., the beginning of a semester. An extension of the leave for up to an additional twelve (12) months may be granted upon request. Such extension shall not be denied in an arbitrary or capricious manner and reasons for denial shall be given to the bargaining unit member.

4.4 Personal Leave

4.4.1 General Provisions

Personal leave without pay, up to one school year, may be granted a bargaining unit member upon written request. Such leaves shall not be denied in an arbitrary or capricious manner and reasons for denial shall be given to the bargaining unit member.

4.4.2 Continued Rights

Personal leave is not to be regarded as a resignation. Such a bargaining unit member shall return to the next position on the salary schedule and such absence shall not result in forfeiture of tenure nor loss of time accrued toward tenure prior to the leave.

4.4.3 Benefits While on Leave

In accordance with COBRA, the bargaining unit member shall have the option to maintain his/her health benefits through the District's plan(s) (see Appendix E.1) at his/her own expense as provided in Article 3, Health and Welfare Benefits. Premiums to be prepaid by unit member 2 weeks prior to the premium due date.

4.4.4 Reinstatement After Leave

Following a year of personal leave, and unless the bargaining unit member agrees otherwise, the bargaining unit member shall be reinstated to a position similar to the position occupied at the time of the granting of the leave.

4.4.5 Notification of Return from Leave

For the life of this CUTA/CUSD contract, teachers currently on leave must declare their status for the next year by March 1.

The Personnel department will notify all teachers in writing (delivered personally or by registered/certified mail) by February 1st requesting their status.

Those teachers not formally declaring status by the appointed timeline may be released from the district at the next regularly scheduled meeting of the governing board.

4.5 Personal Necessity Leave

4.5.1 Purposes for Personal Necessity Leave

A bargaining unit member may elect to use annually up to ten (10) days of accumulated sick leave for the following purposes:

a. A serious illness of a member of her/his immediate family.

b. Attendance at the funeral of a close relative or friend not a member of the immediate family.

c. Accident involving the unit member's person or property, or the person or property of a member of her/his immediate family as defined in section 4.13.1 of this article. Such an accident would require the immediate attention of the bargaining unit member and present circumstances which she/he could not disregard, making it unreasonable to expect the unit member to perform her/his regularly assigned duties.

d. An illness of a member of the unit member's immediate family as defined above, serious in nature, which under the circumstances the unit member could not reasonably be expected to disregard and which would require the attention of the unit member during her/his assigned hours of service.

e. Appearance in court as a litigant or as a witness under official orders.

f. Observance of a recognized religious holiday which requires the attendance of the unit member during assigned hours of service.

g. A personal necessity which may be foreseeable but is nevertheless unavoidable, inevitable or indispensable and cannot be transacted outside the assigned working hours. The nature of such situations or circumstances must:

1) Not involve payment for the unit member's services or be of profit motive;
2) Be serious in nature;
3) Involve circumstances the unit member could not reasonably be expected to disregard; and
4) Require the attention of the unit member during her/his assigned hours of service.

h. Personal necessity shall not be taken for:

1) Holidays or extension of a holiday;
2) Recreational activities;
3) Matters that can be cared for outside the working day,
4) Or other similar activities not directed by the District;
5) As a part of any work stoppage or slowdown.

i. "No-Tell" Days: Of the ten (10) Personal Necessity Leave days, Unit Members may utilize Six (6) of such days without providing a reason to the District (i.e., "no-tell"). "No-Tell" days shall not be used on the first and last days of school; holidays or extension of a holiday; or as part of any work stoppage or slowdown. Unit members may not take more than two (2) personal necessity days in a consecutive manner.

4.5.2 Required Leave Form

Whenever possible a bargaining unit member must submit a completed request for personal necessity leave on a District form to the Personnel Department or on Frontline at least two (2) working days prior to the date on which such leave is requested. If advance notice is not possible, the unit member shall submit a completed personal necessity form to the Personnel Department or on Frontline within three (3) working days after return to work. The unit member shall identify the reason for the personal necessity leave on the form or on Frontline unless the unit member is utilizing a "no-tell" day. If the unit member is utilizing a "no-tell" day, then the unit member shall indicate as such on the form and/or Frontline.

4.5.3 Additional Leave

Under unusual and extreme circumstances a unit member may be granted additional personal necessity leave provided that the unit member still has remaining accumulated sick leave.

4.5.4 Verification

The District may request documentation or other verification to support a unit member's utilization of personal necessity leave, unless a "no-tell" day is utilized, if there is a pattern of abuse or unreasonable use of personal necessity leave

4.6 Industrial Accident Leave

Industrial accident and illness leave shall be implemented as follows:

4.6.1 Duration of Leave

Allowable leave shall be for not less than sixty (60) days during which the schools of the District are required to be in session or when the bargaining unit member would otherwise have been performing work for the District in any one fiscal year for the same accident.

4.6.2 Compensation

The total of the bargaining unit member's temporary disability indemnity and the portion of salary due him/her during his/her absence shall equal his/her full salary.

4.6.3 Terms of Leave

A bargaining unit member shall be deemed to have recovered from an industrial accident or illness, and thereby able to return to work at such time

as the bargaining unit member and his/her physician agree or a District physician determines there has been a recover.

4.6.4 Definition of Industrial Accident or Illness

An industrial accident or illness, as used in this paragraph, means any injury or illness whose cause is traced to the performance of services for the District. Disputes concerning the job-related nature of the industrial accident or illness shall be resolved by the Workmen's Compensation Appeals Board.

4.6.5 District Report

The District's report of an industrial accident or illness shall be kept on file in the Personnel Office, with a copy available to the bargaining unit member.

4.6.6 Deductions

The District shall not deduct accumulated sick leave from sick leave allotment of a teacher who is on industrial accident or illness leave.

4.7 Governmental Service Leave

4.7.1 General Provisions

Governmental service leaves may be granted bargaining unit members for military service in the Armed Forces of the United States or service in government-sponsored research or consultant capacity.

4.7.2 Rights of Personnel on Leave

While on such leave, bargaining unit members shall retain their seniority and tenure rights as though they were in regular employment.

4.7.3 Compensation

Except in cases of national emergency and mandatory service, the District shall not provide compensation to persons on governmental service leave.

4.8 Legal Commitments and Transactions (Jury Duty)

4.8.1 Compensation

A bargaining unit member may be absent from duty to serve on a jury without loss of pay or benefits. Any amount paid for services on a jury becomes due and payable to the District. A bargaining unit member may retain any fee paid by the court as a travel allowance for purposes of this leave.

4.8.2 Requirements to Notify District

A bargaining unit member shall, within three (3) working days of receipt of a jury summons, notify his/her immediate supervisor that such a summons has been received including the date on which the bargaining unit member is required to appear for jury duty.

4.8.3 Return to Duty

Upon release from jury duty, the bargaining unit member shall call his/her immediate supervisor to determine whether or not he/she should return to the work site that day.

4.9 Association Leave

4.9.1 Duration of Leave

The District shall grant up to three (3) days of paid leave to the Association president or his/her designee for the purpose of conducting Association business.

4.9.2 Compensation to District

The Association shall reimburse the District for the cost of the substitute at the prevailing daily substitute rate.

4.9.3 Additional Leave

Additional leave for the Association president may be granted on the same basis with the approval of the Superintendent.

4.10 Other Leave

A leave of absence of not less than one (1) semester and up to two (2) years without pay may be granted to any bargaining unit member, upon application, for the purposes of participation in:

a. Exchange teaching programs in other states, territories, or countries.

b. Foreign or military teaching programs.

c. Peace corps, teacher corps, job corps as a full-time participant.

d. Cultural travel or work programs related to the teacher's professional responsibilities. Certain leaves granted under this provision may be credited for a year's experience subject to approval of the Superintendent.

4.11 Miscellaneous Provisions Regarding Leaves

Unless otherwise provided in this article, a teacher on a paid or unpaid leave of absence shall be entitled to return to a similar position which the teacher held immediately before commencement of the leave.

4.12 Sabbatical Leaves

Section 4.12 shall be suspended from operation until June 30, 2015 subject only to reopener negotiations as provided in Section 23.2.1.

4.12.1 Eligibility

Sabbatical leaves may be granted by the District for purposes of study or study-related travel to members of the bargaining unit who have completed seven (7) consecutive years of employment in the Cabrillo Unified School District.

4.12.2 Sabbatical Leave Proposal Review

A sabbatical recommending committee including three teachers, appointed by CUTA, and three administrators, appointed by the Superintendent, shall be established each year to review applications. The Committee will establish its priorities for selecting leave proposals to be presented to the Governing Board.

4.12.3 Selection Procedure

Bargaining unit members must submit their applications for leave to the Sabbatical Committee by December 1. The committee shall make its final recommendations in writing to the District by April 15. The final decision on granting sabbatical leaves are to be made by June 1. Denial of a sabbatical leave by the Board shall be based solely on its ability to find a suitable substitute.

The criteria applied by the Sabbatical Committee in making its recommendations for sabbatical leave shall include:

a. The potential benefits the sabbatical leave experience may have to the bargaining unit member's professional growth.

b. The potential benefits the sabbatical leave experience may have to the teachers, students, and District.

c. The relationship the proposed leave may have on the bargaining unit member's current or future assignment.

d. The potential benefits the leave experience may have to the profession of education.

e. A plan of evaluation which shall include a written report to the District. This report shall include a summary of experiences and plans for dissemination of new information, ideas, etc.

If a sabbatical leave request is denied by the committee, the bargaining unit member shall be notified in writing including the reasons for the decision.

4.12.4 Contractual Requirements

Prior to granting a sabbatical leave, the District shall set forth such contractual requirements (mutually agreeable to the bargaining unit member requesting leave) as it deems necessary and in the best interest of the District. Failure to complete such requirements shall be considered as having nullified the provisions of this leave of the District's requirement to compensate the bargaining unit member. In the event of such failure, the District shall determine the method of repayment to be made by the bargaining unit member for any monies received while on sabbatical leave.

Bargaining unit members using sabbatical leave may be required to provide services to the District for a period equal to twice the period of leave subsequent to return from sabbatical leave, and shall be required to post a bond in an amount equal to the expected compensation of the leave period.

4.12.5 Extenuating Circumstances

In extenuating circumstances (e.g., if an unusually large number of unit members apply for sabbatical leaves), the parties agree to negotiate in the best interest of the unit members. In such a case, any agreement between the parties may affect unit members who have already applied for the leave.

4.12.6 Leave Fund

Funds shall be set aside to pay for these leaves and, if not allocated in a given year, shall revert to the general fund.

4.12.7 Other Sabbatical Leaves

The District may grant such other leaves beyond those referred to in this section.

4.12.8 Compensation

Sabbatical leaves may be for one year at fifty percent (50%) of the bargaining unit member's annual salary, or for one-half (1/2) year at twenty-five percent (25%) of the bargaining unit member's annual salary. Health and welfare benefits will be maintained during the bargaining unit member's leave.

4.12.9 Cancellation of Leave

If an accident or serious illness prevents a bargaining unit member on sabbatical leave from fulfilling the terms and conditions upon which the leave was granted, the bargaining unit member shall notify the Superintendent by registered letter within thirty (30) days of the accident or first day of illness, and the sabbatical leave shall be canceled. No restitution of any sabbatical leave salary paid up to the first day of sick leave shall be required, provided the proper notification to the Superintendent was made. If death prevents the bargaining unit member from fulfilling the terms and conditions on which the leave was granted, no repayment of salary will be required from the bargaining unit member's estate.

4.13 Bereavement Leave

4.13.1 Requirements

A unit member shall be granted up to a maximum of five (5) days leave at full pay on account of the death of any member of her/his immediate family. No deduction shall be made from the unit member's balance of personal illness or injury leave for the five (5) days.

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

Immediate family shall include the following: mother, stepmother, mother-in-law, father, stepfather, father-in-law, husband, wife, son, stepson, daughter, stepdaughter, brother, brother-in-law, sister, sister-in-law, grandparent, legal guardian, foster children, grandchild of the unit member or spouse, or any resident of the immediate household of the unit member.

4.13.2 Additional Leave

Additional leave for death of a member of the immediate family may be granted under personal necessity leave section 4.5.1 if the unit member has not exhausted her/his personal necessity leave.

4.14 Reproductive Loss Leave

A unit member is entitled upon request to take up to five (5) days of leave following a reproductive loss event (i.e., miscarriage, stillbirth, failed adoption, failed surrogacy, or an unsuccessful assisted reproduction). Leave may be taken nonconsecutively. Reproductive loss leave shall not exceed twenty (20) days within a 12-month period if a unit member experiences more than one reproductive loss event.

Leave shall be completed within three (3) months of the reproductive loss event. However, if a unit member is on or elects to go on any leave provided under state or federal law, then leave shall be completed within three (3) months of the end date of the other leave.

Reproductive loss leave shall be unpaid, except that a unit member may use their accrued and available sick leave.

ARTICLE 5: TRANSFER PROCEDURE

5.1 Definition

A transfer refers to any District action which results in a movement of a bargaining unit member from one school to another school or to another location within the District. A teacher may request a transfer (voluntary) or may be transferred by the district (involuntary).

5.2 Voluntary Transfers

5.2.1 All voluntary transfers and related procedures contained in this Article or this Agreement shall be implemented, applied and construed so as to be fully compliant with California Education Code 35036.

5.2.2 Request for Transfers

A vacancy shall be said to exist when the Superintendent has authorized the recruitment and hiring of a full-time certificated probationary employee. All vacancies shall be posted electronically. A request shall be made in writing and sent to the Human Resources Office within then (10) days of the posting of a notice of vacancy. Until April 15, and only for transfers effective at the start of the next school year, vacancies shall be posted for only internal applicants, who shall be granted an interview. If no internal applicant is granted the transfer, then both internal and external applicants shall be eligible to apply. All qualified internal applicants shall be granted an interview. After April 15 for transfers effective at the start of the school year and for vacancies that arise during the school year, both internal and external applicants shall be eligible to apply and interview for the vacancy.

5.2.3 A unit member shall be given the opportunity to apply for a transfer or any open position, without explanation, with or without giving reasons in writing to the Human Resources Department on a Transfer Request Form. The Human Resources Department shall provide the Transfer Request Form.

The following information shall be on the Transfer Request Form:

a. "Transfer requests shall be kept confidential. The principal, and the District supervisor, in the case of District-assigned personnel, of the unit member seeking a transfer shall not be informed of the request unless the transfer request has been granted."

b. Transfer requests must include the following information: for specific grade(s), subject(s) and site(s).

5.2.4 Criteria

All requests for voluntary transfers shall be considered on the following basis:

a. Needs of the District students.
b. Qualifications

Candidates with proper credentialing for the position will be chosen over improperly credentialed candidates. The qualifications and experience that shall be considered include preparation, (i.e. coursework, responses to interview questions, training, workshops, professional experience) written evaluations, and length of service as a unit member in the District.

c. Experience

The qualifications and experience that shall be considered include preparation, (i.e. coursework, responses to interview questions, training, workshops, professional experience) written evaluations, and length of service as a unit member in the District. Length of service Experience is defined as the number of years of continuous service in the District (or another district) with a regular credential including leaves of absence for the purpose of further study.

d. All the above factors (a., b. and c.) being equal, appropriately credentialed and certificated unit members who apply for a transfer shall be selected based upon their hire date (seniority) within the District and shall be given preference in granting a transfer request for transfers occurring up to and including April 15.

If a voluntary transfer request is denied~~,~~ the bargaining unit member shall be given a written response specifying the reason for the denial.

5.3 Involuntary Transfers

5.3.1 General Provisions

Involuntary transfers shall not be arbitrary in nature. An involuntary transfer may occur when the District has identified a specific need to transfer a bargaining unit member or members.

5.3.2 Eligibility Slate

Needs specifically enumerated by the District including credentialing and experience of the bargaining unit members shall be used by the District to determine a slate of bargaining unit members from which the member to be transferred will be selected. The District shall determine a slate of bargaining unit members based on the credentialing and experience of the bargaining unit members.

5.3.3 Criteria

The District shall select for transfer the least senior, qualified/experienced bargaining unit member who meets the enumerated needs.

5.3.4 Priorities for Transfer

Priority for involuntary transfer will be given to those bargaining unit members who have not been involuntarily transferred in the last two years.

5.3.5 Notification Requirements

Bargaining unit members being considered for involuntary transfer shall be given written notice which shall include an enumeration of the need or needs as determined by the District. The slate of bargaining unit members being considered by the District shall be maintained by the District and shall be available, upon request, from the Personnel Human Resources Department.

5.3.6 Transfer Due to School Closure

In the case of school closure, the bargaining unit members at the closing shall have the first opportunity to fill any vacant positions in the District. Such transfers shall be subject to the following criteria: most senior, qualified/experienced bargaining unit member who meets the specific District-defined needs of the vacant position.

5.3.7 Return Rights of Involuntarily Transferred Unit Members

The District shall afford unit members who are transferred involuntarily return rights as described below:

5.3.7.1 A unit member transferred because of declining enrollment or staff reduction shall have the right to return to the original school should enrollment (open teaching positions) allow for the reinstatement of a position.

5.3.7.2 Personal preference of an involuntarily transferred unit members as to new assignments shall be honored in order of the hire date and before transfers or new hires are placed or assigned.

5.4 Change of Disciplines Taught

At the intermediate or high school level, involuntary changes in disciplines taught (as opposed to grade level taught) of more than three (3) periods or sections and, at the elementary level, change of assignment from self-contained classes to single subject assignments (reading specialists, resource teacher, etc.) shall be subject to the provisions of the involuntary transfer section of this Agreement.

5.5 Notice of Certificated Vacancy

The Superintendent shall have posted in all school buildings, the District office, and shall send to the Association a Notice of Certificated Vacancy (Appendix F).

No person shall be contracted to fill a vacancy, except in the case of emergency as determined by the District, until such vacancy has been posted for at least fourteen (14) calendar days.

5.6 Notice of Tentative Assignment

The District shall notify unit members in writing of their tentative assignment for the following school year not later than two weeks prior to last unit member work day. These tentative assignments shall be based on information known at that time and may be subject to change. The District shall make a good faith effort to communicate subsequent changes. These notices may be in the form of a tentative master schedule, a list of unit members at the site indicating the tentative subjects to be taught (secondary), or grade level and room assignments (elementary).

ARTICLE 6: CLASS SIZE

6.1 Unit Members (Classroom Teachers)

6.1.1 Classroom Teachers TK-5

The maximum class size at grade levels TK-3 will be consistent with legal requirements associated with grade level span funding under the Local Control Funding Formula or successor legislation, and the maximum class size at grade levels 4-5 shall be thirty-four (34) students.

6.1.1.1 When class size exceeds the maximum by one (1) student in any class, a conference will be scheduled between the principal and the teacher to discuss possible remedies.

6.1.1.2 When class size exceeds the maximum by two (2) students in any class for a one-week period, the administration in consultation with the teacher shall take steps to alleviate the situation. If the situation persists for another week, the student shall be placed in a more appropriate educational setting. In the case of the opening period of the school year, this remedy shall be required to be completed by the beginning of the fifth week. This section applies to K-5 only.

6.1.2 Classroom Teachers 6-8

6.1.2.1 The maximum class size for grades 6-8 will be thirty-five (35) students. No student will be placed in any class if that class is at the maximum class level. No teacher shall have more than two classes at the maximum. If a 1.0 FTE unit member's total number of daily student contacts exceeds one hundred sixty (160) s/he shall receive the following payment:

6.1.2.1.1 At the beginning of the school year, $15.00 per day per student exceeding 160, prospectively on or after the 16th student attendance day.

6.1.2.1.2 During the school year, $20.00 per day per student exceeding 160, prospectively on or after the 10th consecutive student attendance day.

6.1.2.1.3 Should the 6-8 grade level(s) revert back to teaching six (6) periods per day, the unit member’s total number shall not exceed one hundred ninety two (192)

6.1.2.2 Physical education shall have a maximum class size of forty-five (45) students. The maximum number of student contacts shall be 215. Should this be exceeded, the teacher shall be entitled to the payment schedule listed above (6.1.2.1.1 and 6.1.2.1.2).

6.1.2.3 Music performance classes are an exception to the aforestated class size.

6.1.2.4 Teachers with above or below a 1.0 FTE courseload or who have a combination of general courses, physical education courses, and/or music performance shall have a maximum number of student contacts calculated as follows: the sum of 32 students per general course taught and 43 students per physical education course taught. Music courses shall not apply to the maximum.

6.1.2.5 When a class size exceeds the maximum by one (1) student in any class a conference shall be scheduled between the principal/ designee and the bargaining unit member (classroom teachers). All possibilities shall be reviewed and planning shall begin for the possibility of relied through additional certificated staff.

6.1.2.6 Should a school site agree to offer an advisory or home room period, those classes shall be limited to 28 students.

6.1.3 Classroom Teachers 9-12

6.1.3.1 Maximum class size for grades 9-12 will be thirty-five (35) students. If a 1.0 FTE unit member's total number of daily student contacts exceeds one hundred sixty (160), s/he shall receive the following payment:

6.1.3.1.1 At the beginning of the school year, $15.00 per day per student exceeding 160, prospectively on or after the 16th student attendance day.

6.1.3.1.2 During the school year, $20.00 per day per student exceeding 160, prospectively on or after the 10th consecutive student attendance day.

6.1.3.2 When a class size exceeds the maximum by one (1) student in any class a conference shall be scheduled between the principal/designee and the bargaining unit member (classroom teachers). All possibilities shall be reviewed and planning shall begin for the possibility of relief through additional certificated staff.

6.1.3.4 Physical education classes shall have a maximum class size of forty-five (45) students. The maximum number of student contacts shall be 215. Should this be exceeded, the teacher shall be entitled to the payment schedule listed above (6.1.3.1.1 and 6.1.3.1.2).

6.1.3.5 Music performance classes are an exception to the aforestated class size.

6.1.3.6 Teachers with above or below a 1.0 FTE courseload or who have a combination of general courses, physical education courses, and/or music performance courses shall have a maximum number of student contacts calculated as follows: the sum of 32 students per general courses taught and 43 students per physical course taught. Music courses shall not apply to the maximum.

6.1.3.7 Should a school site agree to offer an advisory or home room period, those classes shall be limited to 28 styd

6.2 Student Personnel Services

6.2.1 Definition

Student Personnel Services consists of nurses, music teachers, counselors, speech therapists, special education teachers, and special project teachers.

6.2.2 Staff Ratios

Staff ratios, class loads and class sizes for nurses, music teachers, counselors, speech therapists, special education teachers, and special project teachers shall be determined after consultation between the

bargaining unit members in each classification and District supervisory personnel.

6.2.3 Criteria for Determining Staffing Ratios, Case Loads, and Class Sizes

Determination of staffing ratios, case loads, and class sizes will be based upon the following criteria:

a. Reasonable teaching loads in relation to each employee's job description.

b. The physical limitation of a room or building.

c. The need to insure performance and complete evaluation of students.

6.2.4 Speech Therapy and Special Education Class Sizes

Class sizes and case loads for speech therapists and special education teachers shall not exceed limitations established by the San Mateo County Special Education Consortium.

The District may in its discretion place a speech therapist at any step of the salary schedule up through and including Column D Step 12.

6.2.5 Inclusive Education Student

Definition: Inclusive education students are those with severe disabilities and special needs requiring unusual support as identified by the IEP team, and who attended age appropriate education classes exclusively.

6.2.5.1 At each school with an inclusion student, an inclusion planning team consisting of the appropriate special education teacher, regular education teacher, and school and district administrators, shall be organized to evaluate the needs of and recommend appropriate resources and support services to be provided to such student(s) and their teacher(s).

6.2.5.2 Only in emergency situations would teachers be required to provide specialized services (e.g., changing diapers, cleaning tracheotomy tubes, etc.).

ARTICLE 7: ASSOCIATION RIGHTS

7.1 Right to Represent

The exclusive representative shall have the right to represent members of the unit in employment relations with the District.

7.2 Right to Associate

The Board and the Association recognize the right of employees to form, join and participate in the activities of an employee organization and the equal alternative right of employees to refuse to form, join or participate in employee organization activities.

7.3 Legal Rights

The Board agrees not to impose or threaten to impose reprisals on employees or the Association, discriminate against employees or otherwise interfere with, restrain, or coerce employees because of their exercise of rights guaranteed by this Agreement.

7.4 Rights of Access, Communication and Use of Facilities

The Association shall have the right of access at reasonable times to areas in which employees work, the right to use bulletin boards, mail boxes and other means of communication, subject to reasonable regulations, and the right to use District facilities at reasonable times for the purposes of meetings concerned with the rights guaranteed in the Act.

c. Access to Site

Persons not members of the school staff who wish to come on the school site for Association matters during the school day shall notify the site administrator. Such visits shall be scheduled so as not to cause interruption to the school program.

d. Communication

The Association shall be entitled to post notices of Association concern on a staff bulletin board in each school complex. The Association shall be entitled to the use of regular interschool delivery services and mailboxes for communication to employees regarding matters which involve the Association, and they shall be identified as to their origin. An Association representative shall be responsible for intraschool distribution of said communications, and no cost shall be imposed on the District for such communication. A copy of general distribution Association material shall be sent to the Superintendent.

c. Use of Facilities

The Association may use school facilities for meetings either before or following employees' daily period of service, subject to approval of the principal. Such approval shall be granted unless such meetings conflict with previously scheduled use of such facilities or the buildings are otherwise unavailable for use. Such meetings shall not interfere with the service of the employee or the school program.

7.5 Board Agenda

The District shall provide to the Association one (1) complete Board packet, exclusive of confidential information, in advance of each Board meeting.

7.6 Employee Names

The District shall provide the Association with names and assignments of all bargaining unit personnel for information purposes no later than October 31 of each school year and of all bargaining unit personnel employed after September 30 of each year within thirty (30) days of employment.

ARTICLE 8: MANAGEMENT RIGHTS

8.1 General Statement

It is understood that, subject to provisions of the law and this Agreement, the Governing Board of the Cabrillo Unified School District retains all of its powers and authority to direct and control to the full extent of the law.

8.1.1 Powers and Duties

Included in, but not limited to, these powers and duties are the rights to:

a. Direct the work of its employees.

b. Determine the District's organization.

c. Determine the kinds and levels of services and the methods and means by which they are to be provided.

d. Establish the educational philosophy, policies, goals, and objectives.

e. Determine the staffing patterns to be used.

f. Determine the number and kinds of personnel required.

g. Establish position descriptions.

h. Determine the curriculum.

i. Build, move or modify the facilities.

j. Develop a budget.

k. Develop and implement budget procedures.

l. Determine the budget allocations.

m. Determine the methods of raising revenue.

n. Contract out work.

8.1.2 Additional Management Rights

In addition to the above, the Board retains the right, subject to the provisions of law and this Agreement, to hire, classify, transfer, suspend, layoff, recall, promote, discharge, assign, reward, discipline and direct employees, and to take action on any matter in the event of an emergency.

ARTICLE 9: EVALUATIONS

The purpose of the Cabrillo Unified School District Evaluation System is to support staff in developing and maintaining high standards of professional practice, and to:

- Acknowledge individual strengths
- Address the needs of teachers with varying levels of experience
- Encourage self-reflection
- Ensure student growth and development

9.1 Evaluation Criteria

9.1.1 Evaluations of bargaining unit members assigned to the classroom shall be based upon the following California Standards for the Teaching Profession:

1. Engaging and supporting all students in learning.
2. Creating and maintaining effective environments for student learning.
3. Understanding and organizing subject matter for student learning.
4. Planning instruction and designing learning experiences for all students.
5. Assessing student learning.
6. Developing as a professional educator.

9.1.2 Evaluation of bargaining unit members not assigned to the classroom, such as nurses, librarians, counselors, speech therapist and/or teachers on special assignment shall be based on individual job descriptions. (Effective 9/1/86.)

9.1.2 In addition to the six (6) California standards for the teaching profession in Section 9.1.1, all bargaining unit members are expected to meet the following professional expectations:

1. Maintains a professional record of punctuality and attendance
2. Adheres to school site policies and directives
3. Abides by adopted Board of Education policies and procedures
4. Assumes and completes school-related assignments (e.g. yard supervision)
5. Provides necessary plans and materials for a substitute

9.2 Evaluation Process

Evaluation process of bargaining unit members shall consist of at least the following:

a. An initial conference between the bargaining unit member and the evaluator.
b. At least one formal observation, with a follow-up conference upon request.
c. A completed written evaluation.
d. In the event of an unsatisfactory observation/evaluation, refer to 9.8, 9.9, and 9.10.

9.3 Evaluation Timeline

9.3.1 The District shall no later than the end of the third (3rd) week of the first quarter of the school year distribute a calendar of the evaluation process to all bargaining unit members.

9.3.2 Evaluation shall be made at least once each year for all probationary and temporary bargaining unit members and at least once every other year for permanent bargaining unit members.

9.3.3 Unit members with permanent status who have been employed at least ten (10) years with the District, whose previous evaluation rated the unit member as meeting standards, shall be evaluated at least every five (5) years if the unit member and evaluator consent to this schedule.

Should the unit member or evaluator withdraw consent, notice shall be provided in a timely manner. If the unit member transfers school, then the previously established schedule shall be maintained if the then current evaluator and the unit member consent.

9.3.4 When a permanent member of the bargaining unit has received an unsatisfactory evaluation, the unit member shall be evaluated annually until she/he achieves a satisfactory evaluation or is separated from the District.

9.4 Initial Conferences

9.4.1 An initial conference must be held by the primary evaluator with each bargaining unit member being evaluated that year by the end of the sixth (6th) week of the first quarter of the school year; or by the end of the sixth (6th) week of employment for the bargaining unit member. At that time, the Initial Conference Form shall be reviewed and completed by the bargaining unit member and the primary evaluator (see Appendix G).

9.4.2 At the initial conference, the bargaining unit member may enumerate specific potential conditions which she/he feels should be considered by the evaluator when making the evaluation.

9.4.3 At the initial conference, the California Standards for the Teaching Profession selected for evaluation will be determined based on the following criteria:

1st Year Nontenured	2 Standards	Standards 2 and 4
2nd Year Nontenured	3 Standards	Standards 1, 3 and 5
3rd Year Nontenured	2 Standards	1 Selected by Teacher 1 Selected by Evaluator
Permanent Teachers	2 Standards	1 Selected by Teacher 1 Selected by Evaluator

One mutually agreed upon objective may be written in each of the Standards selected. Additional individual objectives may be added by the bargaining member's immediate supervisor and/or bargaining unit member, not to exceed one each. The bargaining member shall retain the right to make written responses in relation to these additional individual objectives.

9.4.4 Any objectives developed as per 9.4.3 above may be revised prior to March 1 by mutual consent of the bargaining unit member and the evaluator.

9.5 Evaluators

9.5.1 The primary evaluator shall be a member of the management or supervisory staff at the bargaining unit member's worksite. For a bargaining unit member with a multischool assignment, a management or supervisory person shall be designated as primary evaluator by the District.

9.5.2 A supplementary evaluator may be appointed upon request of the bargaining unit member or the primary evaluator. A bargaining unit member shall select the supplementary evaluator from a list of five (5) management or supervisory staff provided by the District.

9.5.2.1 The supplementary evaluator shall complete at least one (1) formal observation of the bargaining unit member.

9.5.2.2 The supplementary evaluator's portion of the evaluation shall be completed according to the timelines in sections 9.6.1 and 9.6.2.

9.5.2.3 The purpose of the supplementary evaluation process is to obtain an additional perspective of the bargaining unit member's performance; the role of the primary evaluator is in no way diminished.

9.6 Evaluation Procedures

9.6.1 Permanent Bargaining Unit Members

A permanent bargaining unit member shall be formally evaluated on the Evaluation Form once during the school year in which she/he is to be evaluated (see Appendix H). A permanent bargaining unit member may request at her/his initial conference and shall be granted two (2) formal observations that shall be used in her/his evaluation. The original observation summary (Appendix H) must be completed no later than the third (3rd) week of the third (3rd) quarter of the school year. Written observation summaries shall contain the same content as those for probationary and temporary bargaining unit members.

A written evaluation (Appendix I) must be transmitted to the bargaining unit member at least thirty (30) days prior to the last day of school. The

bargaining unit member and the evaluator shall meet to discuss the evaluation prior to the last school day of the year.

9.6.2 Probationary and Temporary Bargaining Unit Members

Probationary and temporary bargaining unit members shall be formally evaluated at least once each year (see Appendix H). The evaluation shall be completed by the end of the eighth (8th) week of the third (3rd) quarter of the school year. This timeline shall be prorated appropriately for any new bargaining unit members based upon their beginning day of employment. At least two (2) written observation summaries will be made prior to completion of the formal evaluation; provided, however, that at least one (1) observation summary will be made prior to completion of the formal evaluations if the unit member is being evaluated more than once that year (see Appendix H).

9.6.3 General Evaluation Procedure — All Bargaining Unit Members

9.6.3.1 At least one formal observation and, if requested, a second observation as in 9.6.3.3 below is required before the evaluation conference. Written notification will occur prior to all formal observations.

9.6.3.2 Written observation summaries shall be based on observations of no less than 30 minutes and shall be delivered to the bargaining unit member within ten working days following the observation. A conference will be held following any observation if requested by either the bargaining unit member or the evaluator. In all cases each written observation summary shall be signed by the bargaining unit member as acknowledgment of receipt.

9.6.3.3 Any bargaining unit member receiving a notice of an unsatisfactory performance or deficiency on an evaluator-initiated observation summary which they construe to adversely affect their continued employment in the District shall be entitled to one additional observation during that quarter or the following quarter.

9.6.3.4 Each bargaining unit member shall, before being presented with her/his evaluation, meet with her/his primary evaluator to discuss the way in which objectives, as developed in section 9.4.3 above, for evaluations have been met.

9.6.3.5 An unsatisfactory evaluation shall include documentation of prior notice to the bargaining unit member of the general circumstances and concern(s) which led to the unsatisfactory evaluation (provided that the evaluator knew of such circumstances/concerns sufficiently in advance of the evaluation to provide such notice).

9.7 Instructional Techniques

Instructional techniques used shall be selected by the bargaining unit member based upon her/his own discretion.

9.8 Assistance Plan and Professional Practice Support Plan

9.8.1 If a bargaining unit member receives a formal observation which notifies him/her that performance is unsatisfactory, an Assistance Plan will be recommended. If a bargaining unit member receives an unsatisfactory evaluation, the Professional Practice Support Plan will be recommended.

9.8.2 It is the responsibility of the evaluator to recommend and assist the bargaining unit member toward achieving a satisfactory evaluation. It is the responsibility of the bargaining unit member to achieve a satisfactory evaluation.

9.8.3 Should a bargaining unit member not wish to participate in an Assistance Plan or the Professional Practice Support Plan; he/she shall inform his/her evaluator in writing to that effect.

9.8.4 The bargaining unit member's participation in an Assistance Plan or the Professional Practice Support Plan shall be voluntary and the following conditions shall apply:

a. The nature of the Assistance Plan or the Professional Practice Support Plan shall be mutually agreed upon by the bargaining unit member and the evaluator.

b. Release time shall be provided when required by the nature of a plan.

c. A Plan shall relate only to the cause creating the unsatisfactory performance.

d. If a Plan includes participation of an assisting teacher, the relationship between the assisting teacher and the bargaining unit member shall be confidential.

e. Upon completion of a Plan, the bargaining unit member shall be reevaluated.

f. The bargaining unit member may request an observer from the Association to be present at a Plan conference.

9.9 Assistance Plan

9.9.1 After at least one formal observation the evaluator shall inform the bargaining unit member by conference and in written form of the reasons for recommending an Assistance Plan.

9.9.2 The evaluator shall inform the bargaining unit member by conference and in writing of recommendations and strategies to improve the areas of unsatisfactory performance. The bargaining unit member may offer suggestions for the evaluator's consideration.

9.9.3 The evaluator actively assists the bargaining unit member on the Plan by offering model teaching, visits to other programs, or peer assistance within the bargaining unit member's own work setting.

9.9.4 No part of the Plan shall be filed in the bargaining unit member's personnel file unless a Professional Practice Support Plan is implemented.

9.9.5 During the Assistance Plan, the bargaining unit member may request representation by the Association.

9.9.6 When the evaluator determines that the area of unsatisfactory performance has been corrected she/he shall so inform the bargaining unit member in writing and at a conference.

9.10 Professional Practice Support Plan

9.10.1 A Professional Practice Support Plan shall be recommended when the following condition exists:

The overall evaluation indicates that the bargaining unit member Does Not Meet Standards.

9.10.2 The evaluator shall recommend to the bargaining unit member a Professional Practice Support Plan by conference in written form. The bargaining unit member may offer suggestions for the evaluator's consideration.

9.11 Assisting Teachers with the Professional Practice Support Plan

9.11.1 The following conditions shall apply for assisting teachers:

a. The role of the assisting teacher is voluntary, and any bargaining unit member may decline to participate without prejudice.

b. The assisting teacher shall be permanent staff or some other party mutually agreed upon by the bargaining unit member and the evaluator.

c. The recommendations of the assisting teacher shall not be included in the bargaining unit member's personnel file.

9.11.2 Selection of the assisting teacher shall be as follows:

a. The assisting teacher shall be chosen by the unit member and the evaluator.

b. There may be only one assisting teacher if the unit member and the evaluator agree.

c. If the unit member and the evaluator cannot agree on one person, the evaluator selects one teacher and the unit member selects one teacher and these two individuals select a third assisting teacher.

9.11.3 Responsibilities of the assisting teacher are as follows:

a. To review all written evidence of the unit member's unsatisfactory performance or evaluation.
b. To observe if she/he chooses the bargaining unit member on a regular basis with release time and with a substitute provided.

9.11.4 The assisting teacher may confer with the bargaining unit member on a regular basis.

9.11.5 The bargaining unit member may observe the assisting teacher and/or other bargaining unit members at the same grade or subject.

9.11.6 The assisting teacher may suggest conferences and/or workshops for the bargaining unit member to attend.

9.11.7 The assisting teacher will recommend reevaluation to the evaluator when she/he feels that the deficiencies have been overcome.

9.11.8 The recommendation, observations, or evaluations of the assisting teacher shall not be used in the bargaining unit member's evaluation.

9.12 Termination of a Professional Practice Support Plan

A satisfactory evaluation terminates a Professional Practice Support Plan.

9.13 Miscellaneous Provisions

9.13.1 Bargaining unit members shall not be held accountable for achieving instructional objectives which require materials not provided by the District.

9.13.2 The established grievance resolution procedure shall be utilized in the event of an alleged violation of the evaluation procedure. Should the

grievance be found in favor of the grievant, any negative evaluative statements directly related to the violated procedure shall be deleted and retyped.

9.13.3 A bargaining unit member's personal life or actions taken in the classroom in pursuit of professional responsibilities and rights, including academic freedom, freedom of speech and the right to present all sides of controversial issues, shall not be made a part of an evaluation unless it is

demonstrated that such actions have a detrimental effect on the education and/or welfare of the students.

Neither shall hearsay nor citizen complaints be the sole basis for statements contained in an evaluation. Inclusion of such materials must be preceded by compliance with the due process principles contained in this Article (e.g., including prior notice and the opportunity to review nonconfidential documentation and respond) and relevant Board Policies/Administrative Regulations. (BP and AR 1312.1 are attached to the Agreement as Appendices L and M for reference.)

9.13.4 Evaluation shall be kept only in a file in the principal's office and the District Personnel Office. These files shall be open for inspection by the bargaining unit member and/or designated representative having the bargaining unit member's written authorization. No material shall be placed in these files without a copy being furnished to the bargaining unit member prior to inclusion in the file.

9.13.5 The District shall not take any disciplinary action against a bargaining unit member based upon material contained in such bargaining unit member's file unless the material had been placed in the file at the time of the incident or discovery of the incident and the bargaining unit member had been notified at such time that such material was to be placed in the file.

9.13.6 The person or persons who draft and/or place materials in a bargaining unit member's personnel file shall sign and date the materials. Nothing shall be placed in a bargaining unit member's personnel file without the bargaining unit member having the opportunity to read, sign, date and respond to such material. Such opportunity shall take place during normal business hours and the bargaining unit member shall be released from duty for this purpose without salary reduction.

9.13.7 Bargaining unit member's files shall be open only to District confidential employees or designated representatives, immediate supervisors, and potential immediate supervisors. Members of the Governing Board may request the review of a bargaining unit member's file at a duly constituted personnel session of the entire Board.

9.13.8 The contents of all personnel files shall be kept in the strictest confidence. Site files will be purged, excluding copies of teacher evaluation forms, at the end of each school year. Material may be sent to the personnel file with a copy being furnished to the bargaining unit member prior to inclusion in the personnel file. This process shall be completed no later than September 15 of the following school year.

ARTICLE 10: GRIEVANCE PROCEDURE

10.1 Definitions

a. A “grievance” is a claim by the aggrieved that he/she has been adversely affected by a violation, misrepresentation or misapplication of this Agreement.

b. The “aggrieved” is an employee or group of employees, the Association when so authorized in writing by the employee(s) or the Association pursuant to section 10.4.14 making the claim.

c. A “claim” is the written assertion of a grievance.

d. A “party in interest” is any person who might be required to take action or against whom action might be taken in order to resolve the claim.

e. “Working days” means days when the District Office is open.

f. “Immediate supervisor” is the management person having immediate jurisdiction over the aggrieved.

g. A “representative” shall be a person chosen by the Association to represent the aggrieved.

h. “Days” means days during which the employee is required to be in attendance.

10.2 Purpose

The purpose of this procedure is to secure, at the lowest possible administrative level, solutions to grievances. Both parties agree that these procedures will be kept as informal and confidential as may be appropriate at any level of the procedure.

10.3 Levels of Grievance

10.3.1 Informal Level

10.3.1.1 Within thirty (30) days of the event which gives rise to the grievance, the aggrieved shall meet informally with his/her immediate supervisor. The aggrieved may, at his/her option, request that his/her representative be present. Any person(s) named in the grievance shall be notified and shall have the option of meeting with the aggrieved and the aggrieved’s supervisor.

10.3.2 Formal Level

10.3.2.1 Step 1 – Immediate Supervisor

10.3.2.1.1 If the grievance is not settled at the informal level, the aggrieved, within ten (10) days, shall submit a formal written grievance to the immediate supervisor requesting a written answer. Within ten (10) days, the immediate supervisor shall respond in writing.

10.3.2.2 Step 2 - Superintendent

10.3.2.2.1 If the grievance is not settled in Step 1, the aggrieved, within ten (10) days may submit his/her grievance or complaint, in writing, to the Superintendent of Schools. The Superintendent or his designated representative shall have ten (10) days to give a written decision after receipt of the grievance.

10.3.2.3 Step 3 – Arbitration

10.3.2.3.1 If the aggrieved is not satisfied with the disposition of the grievance at Step 2, or if the time limits expire without issuance of the Superintendent's written reply, the Association, within ten (10) days may submit the grievance to arbitration. In such cases, the parties shall request a list of arbitrators from the American Arbitration Association (AAA) in accordance with AAA procedure.

10.3.2.3.2 If any question arises as to the arbitrability of the grievance, such question will be ruled upon by the arbitrator only after he/she has had an opportunity to hear the merits of the grievance.

10.3.2.3.3 The arbitrator shall have no authority to add to, subtract from, or modify the terms of this Agreement, and the arbitrator shall interpret this Agreement in accordance with accepted arbitral standards of contract interpretation.

10.3.2.3.4 If any party requests a transcript of the proceedings, that party shall bear the full cost for that transcript. If the parties request one transcript, the total cost of the transcript shall be divided equally between the District and the aggrieved.

10.3.2.3.5 A representative of the Association and the District's representative shall select the arbitrator from the AAA list by eliminating names until one name remains. The first option of elimination shall alternate. The one remaining name shall be the

arbitrator. The process of striking names shall occur within ten (10) days of receipt of the list from AAA by both parties.

10.3.2.3.6 Once the arbitrator has been selected, hearing shall commence at the convenience of the arbitrator, Hearing shall be confined to working days. The arbitrator shall conduct the hearings in accordance with the voluntary arbitration rules of the AAA and the provisions of this procedure.

10.3.2.3.7 The arbitrator's decision will be in writing and will set forth the arbitrator's finding of fact, reasoning and conclusions of the issues submitted. The arbitrator will be without power or authority to make any decisions which require the commission of an act prohibited by law or which is violative of the terms of this Agreement. The arbitrator is empowered to make monetary awards of actual loss, but not punitive damages, to the aggrieved. The award of the arbitrator will be final and binding on the parties and will be submitted to the Superintendent, the aggrieved, and the Association.

10.3.2.3.8 All costs of the services of the arbitrator, including, but not limited to, per diem expenses, the arbitrator's travel and subsistence expenses, and the cost of any hearing room will be borne equally by the District and the aggrieved. All other costs will be borne by the party incurring them.

10.3.2.3.9 Upon mutual agreement of the District and the Association, the arbitration may proceed under expedited rules of the AAA and notice of such agreement shall accompany the request for a list of arbitrators.

10.4 General Provisions

10.4.1 Expedited Provisions

Since it is important that grievance be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum and every effort should be made to expedite the process. The time specified, however, may be extended by mutual consent.

10.4.2 End-of-Year Grievances

In the event a grievance is filed at such time that it cannot be processed

through all the levels of procedure by the last working day of the school year, the time limits set forth herein will be reduced so that the procedure may be completed prior to the end of the school year, or as soon thereafter as it is practicable.

10.4.3 Representation

An employee may be represented at all stages of procedure up to arbitration by himself/herself and/or, at the member's option, by legal counsel and/or by representative(s) of the Association.

10.4.4 Aggrieved Employees

Aggrieved employees, not under the supervision of a principal or immediate supervisor, may start at Step 2.

10.4.5 Grievance Forms

Forms for filing grievances and complaints and other related documents will be developed jointly by the Superintendent and the Association and shall be available at the District Office, each school site, and the Association Office.

10.4.6 Furnishing Information

The parties in interest agree to make available to each other all pertinent information not privileged under law in its possession or control and which is relevant to the issues raised by the grievance.

10.4.7 Requirements to Appeal

A decision rendered at any level shall be considered final unless an appeal is registered within the time limit specified. If a decision is not given to the aggrieved within the time limit, an appeal may be taken to the next level.

10.4.8 Right of Association to Present Views

When the aggrieved is not represented by the Association, the Association shall be informed of the decision and have the right to present in writing its views on the grievance at all steps of the procedure.

10.4.9 Nondiscrimination

Decisions regarding the employment status of any member of the unit, party in interest, any Association representative, or any other participant in this procedure shall not be based on participation in the grievance procedure.

10.4.10 Grievance File

Any record(s) pertaining to a grievance shall be kept in a file separate from the aggrieved's official District personnel file.

10.4.11 Released Time for Hearings

When a representative of the Association is requested by the aggrieved to attend a hearing at any level specified in this procedure, the representative upon one (1) day's prior notice to the representative's principal or immediate supervisor by the president of the Association.

10.4.12 Immediate Arbitration

If the Association and the Superintendent, or the Superintendent's designee, agree in writing, the grievance may be brought directly to arbitration.

10.4.13 Similar Grievances

Grievances of a similar or like nature may be joined as a single grievance by mutual agreement of the District and the Association.

10.4.14 Association Grievances

The Association shall have the right to file a grievance alleging a violation of its rights as contained in Article 7, "Association Rights, "Article 11, "Organizational Security," and Article 13, "Negotiation Procedures."

ARTICLE 11: ORGANIZATIONAL SECURITY

11.1 Maintenance of Membership

11.1.1 Right to Join

Bargaining unit members shall have the absolute right to form, join or participate in the organization(s) of their choice. Bargaining unit members shall not be required as a condition of employment to pay fees and dues to any organization that they have not freely and voluntarily joined.

11.1.2 Deduction of Dues

The employer agrees to deduct membership dues from the pay of unit members of the Association.

11.1.3 Approval of Deductions

Such deduction shall be made only upon written receipt by the District of notice from the Association that the appropriate written authorization developed by the Association have been executed.

11.1.4 Association Membership

The Association and Employer agree to furnish to each other any information needed to fulfill the provisions of this Article. The parties agree that membership (adding new members, maintaining current members, or dropping members who complete the process with the Association to do so) is entirely a function of the Association, and no part of this Agreement may interfere with the union membership process.

11.2 Dues Deduction Authorization

11.2.1 General Provisions

The Association shall provide the District with a list of members who have completed the authorizations developed by the Association. Such authorizations shall continue in effect from year to year until the Association notifies the District of a change. Pursuant to such authorization, the District shall deduct one-twelfth (1/12) of such dues for twelve (12) months. Deductions for bargaining unit members who sign authorization after the commencement of the school year shall be appropriately prorated to complete payments by the end of the school year. Dues deduction shall be without cost to the bargaining unit member or the Association.

11.2.2 Effective Date of Authorizations

The District shall not be obligated to put into effect any new or changed deduction until the pay period commencing fifteen (15) days or more after such submission.

11.3 Payment of Monies

With respect to all sums deducted by the District pursuant to authorization of the bargaining unit member, the District agrees to remit such monies to the California Teachers' Association accompanied by an alphabetical list of bargaining unit members for whom such deductions have been made.

11.4 Deductions - Other Purposes

Upon written authorization from a member of the unit, the District shall deduct the appropriate amount from the salary of any member of the unit and make appropriate remittance for annuities, credit union, savings bonds, charitable donations, or any other plans or programs for which such deductions are permitted by law and which are part of the present County Office computer program. The Association agrees to furnish the necessary information needed by the District to fulfill the provisions of this article.

11.5 Remittance of Monies to Association

With respect to all sums deducted by the District pursuant for membership dues, the District agrees to promptly remit such monies to the Association accompanied by an alphabetical list of unit members for whom such deductions have been made, categorizing them as to membership, and indicating any changes in personnel from the list previously furnished.

11.6 Legal Fees/Costs for Defense

The Association agrees to pay the District all reasonable legal fees and legal costs incurred in defending against any court action and/or administrative action before the Public Employment Relations Board challenging the legality or constitutionality of the provisions of this Article or their implementation. The Association agrees to pay any judgment or settlement liability arising out of such challenges.

11.6.1 Exclusive Right for Determination of Defense

The Association shall have the exclusive right to decide and determine whether any such action or proceeding referred to in 11.6 above shall or shall not be compromised, resisted, defended, tried, or appealed.

11.6.2 Resolution for Disputing Determination of Defense

Should any dispute arise between the District and the Association regarding legal fees and/or legal costs, the parties agree to submit the issue to arbitration, Step 3, of the Article 10, Grievance Procedure, for resolution of the dispute.

ARTICLE 12: TEACHING HOURS

12.1 Hours of Duty

12.1.1 Normal Workday

While the varying nature of a unit member's day-to-day professional responsibilities does not lend itself to rigidly established times, the District and the Association agree that the normal workday should be eight (8) hours on average, inclusive of a daily, duty-free lunch period of at least thirty (30) minutes. The unit member may return to school to complete his/her professional responsibilities.

This section shall neither be construed as requiring a minimum eight (8) hour average work day nor as allowing unit members to self-direct an average workday in excess of eight (8) hours.

12.1.2 Professional Responsibilities

During normal workdays, bargaining unit members' primary duties shall include student instruction and instructional preparation (both on and off campus). Additional duties include district inservices, school site inservices, faculty meetings, parent conferences, school improvement-related activities, back-to-school night, open house, participation in committees required by state or federal law (for example, IEPs and SSTs) and grade level specific duties described below:

Elementary School (K-5)
- grade level meetings
- supervisory duties (see 12.6.2)

Middle School (6-8)
- social and recreational duties (see 12.6.1)
- supervisory duties (see 12.6.2)
- department meetings
- staffings

High School (9-12)
- social and recreational duties (see 12.6.1)
- department meetings
- staffings

12.1.3 Committees

Participation in committees not required by law is voluntary. "Voluntary" means the decision to participate on any committee is entirely at the initiative and discretion of the teacher.

12.1.4 Beginning Workday

The regular school day shall commence thirty (30) minutes prior to the student day.

12.2 Lunch Period

12.2.1 Regular Schedule

The District shall fully support campus logistics so that the TK-5 grade bargaining unit members at all sites receive a minimum forty-five (45) minute duty free lunch and a ten (10) minute relief period every three (3) hours.

6-12 grade bargaining unit members shall have a duty-free lunch period equivalent to the student lunch period, but in no event shall this be less than thirty (30) minutes. 6-12 grade bargaining unit members shall not be assigned more than three (3) consecutive classes without a ten (10) minute break unless otherwise agreed to in writing by the bargaining unit member and the site administrator.

Bargaining unit members who travel from one school to another shall be allowed a lunch period of forty-five (45) minutes plus travel time.

12.2.2 Minimum or Rainy Day Schedule

On days when the regular schedule is modified (minimum or rainy day) lunch periods may be shorter than stipulated in article 12.2.1. Bargaining unit members shall be entitled to a minimum of a thirty (30) minute duty free lunch period. In the event of a minimum or a rainy day schedule, the fifteen (15) minute preparation at the fourth-fifth (4-5) grade level may be modified or reduced in keeping with current practice. (See Appendix D.)

12.2.3 Activity Days

An individual school, however, is not precluded from scheduling activity days which may affect the lunch period. The school administration will consult with staff on the scheduling of these activity days.

12.3 Transitional Kindergarten (TK) Commencing With the 2021-2022 School Year

12.3.1 Daily instructional time provided by unit members to TK students within the contractual workday (section 12.1.1) shall not exceed 240 minutes, consistent with current Education Code requirements. This instructional time is subject to change according to statutory changes, if any.

12.3.2 At the conclusion of the TK student instructional day, TK teachers will be assigned to support the kindergarten extended day program before other grade levels. If not supporting the kindergarten extended day program at

the conclusion of the TK student instructional day TK teachers may be assigned to assist and support instruction in the other primary grades (1-3), in accordance with Education Code section 46118 (c), provided however, that they shall receive preparation time (within the professional day per section 12.1.1) at least equal to that accorded to grades 1-3 teachers.

12.4 Full Day Kindergarten Commencing With the 2021-2022 School Year

12.4.1 Daily instructional time provided by unit members to kindergarten students within the contractual workday (section 12.1.1) shall be as follows:

12.4.1.1 From the first student day through completion of the parent/teacher goal-setting conferences according to a schedule established by the District, a reduced instructional day compared to that provided to students in grades 1-3.

12.4.1.2 From the first student day following completion of the parent/teacher goal-setting conferences to the end of the instructional year, the same amount of instructional time provided to students in grades 1-3.

12.4.1.3 The Association acknowledges and agrees the duration of a transitional period if any (see 12.4.1.1 above), is an educational decision within the District's sole discretion to establish and/or change. If the District decides to reduce or eliminate this transition period in the future, it will notify the Association and, upon request, bargain over negotiable impacts as defined by law.

12.4.2 At the conclusion of the kindergarten student instructional day kindergarten teachers may be assigned to assist and support instruction in the other primary grades (1-3), in accordance with Education Code section 46118 (c), provided however, that they shall receive preparation time (within the professional day per section 12.1.1) at least equal to that accorded to grades 1-3 teachers.

12.5 Preparation Time

12.5.1 High School

Bargaining unit members at the high school level shall be entitled to one (1) preparation period in addition to the regularly-scheduled five (5) instructional periods.

12.5.2 Intermediate

Bargaining unit members at the intermediate level shall be entitled to one (1) preparation period in addition to the regularly-scheduled five (5) instructional periods.

12.5.3 Grades 4 and 5

Bargaining unit members at the fourth and fifth (4th and 5th) grade levels shall be entitled to a fifteen (15) minute preparation period within the instructional day. Unit members shall also be entitled to an additional ninety (90) minutes of preparation time per week as follows:

12.5.3.1 It is the express intent of the parties that the additional ninety (90) minutes of preparation time will be utilized by unit members in three (3), thirty (30) minute blocks per week. However, the parties acknowledge that the needs of individual sites and their schedules may dictate a different distribution of this time.

12.5.3.2 The parties acknowledge that, due to the vagaries of the annual student teacher calendar (i.e., holidays, minimum days and inservice days), there may be occasions in which unit members do not receive exactly an additional ninety (90) minutes of preparation every week.

12.5.4 Resource Specialists

Full-time resource specialists shall be given, upon request; three (3) days release time during each school year to be scheduled by mutual agreement between each resource specialist and the Superintendent's designee. Part-time resource specialists shall be given upon request and mutual agreement in scheduling with the Superintendent's designee, release time in direct proportion to the full-time equivalent worked during the school year. The release time shall be authorized for the preparation of individual education plans and for the scheduling of IEP conferences.

12.6 Social/Recreational/Supervisory Activity

12.6.1 Social and Recreational Activities

The supervision of student social and recreational activities shall be filled first from volunteers. In the event volunteers are not available, it shall be the responsibility of the principal to distribute such supervision in a fair and equitable manner. Involuntary supervision assignments shall be limited to three (3) per year per bargaining unit member.

12.6.2 Bus and/or General Supervisory Duties

Bargaining unit members at the high school level shall not be assigned bus and/or general supervisory duties before or immediately after the standard student school day. Bargaining unit members at the intermediate level shall not be assigned bus and/or general supervisory duties in excess of 780 aggregate hours per year and the assignments covered in 12.6.1.

Bargaining unit members at the TK-5 level shall not be assigned bus and/or general supervisory duties in excess of 750 aggregate hours per year per school site and the assignments covered in 12.6.1.

12.6.3 Rainy Day Supervision

The aggregate hours set forth in 12.6.2 for TK-5 shall not be affected by or included in rainy day supervision.

12.6.4 Dance Supervisor and Music Coordinator

Dance supervisors at the high school and the music coordinator position at the intermediate level shall be funded by the student body/student organization in accordance with their position on the cocurricular schedule as long as dances continue to be held by the respective schools.

12.6.5 Detention or Tutorial Supervisors

Supervisors for detention or tutorial programs established by the District shall be compensated at the District's hourly rate. The compensation shall remain in effect as long as detention or tutorial programs are in operation at the respective school sites.

12.6.6 District Curriculum Committees

In order to allow teachers to participate in the development of curriculum for the district, curriculum committees are established on a districtwide basis.

Participation on district curriculum committees is voluntary. (see Article 12.1.3.)

Teachers must attend at least 80% of all scheduled meetings in order to receive the stipend provided on the cocurricular schedule. Attendance records will be maintained. Teachers have equal opportunity to be elected, and are encouraged to chair these committees, as voted by the committee members.

The President and Bargaining Chair will receive a description of the composition, role, purpose, and scope of each committee and proposed number of meetings. This information will be communicated by the district to all bargaining unit members.

12.6.7 Emergency Situations

Bargaining unit members are legally responsible for the supervision of students and may be called upon to provide in emergency situations supervision beyond that set forth in 12.6.2.

12.7 Work Year

12.7.1 Work Year 2025/2026

The school year shall consist of one hundred eighty (180) school days, one (1) full inservice day, and four (4) teacher directed workdays. The annual school calendar shall be negotiated between the Association and the District (see Appendix C).

The one (1) full inservice day shall be on the first contracted day of the school year.

The four (4) teacher-directed workdays will be 2 days at the beginning of the school year, one (1) at the end of the first semester, and one (1) shall be the last day of the contracted year.

There will be six (6) minimum days, which shall occur on the same day of the week at all schools in each of the following months: September, October, January, February, March, and April.

Two (2) of the six minimum days will be directed by the District.

Two (2) of the six minimum days will be determined by specific site leadership teams.

Two (2) of the six minimum days will be determined by site administration.

All unit members shall be required to attend all District-wide staff development activities in their entirety. If such activities occur at a time that a unit member is not required to be at work based on her/his part-time assignment or job-share status, the unit member will be compensated for such attendance at the unit member's hourly rate (annual salary divided by 185 days divided by 8 hours).
Those unit members whose part-time work year is scheduled in semester increments shall not be required to attend staff development activities during the semester on which they are on leave of absence.

A flexible calendar for librarians and counselors will be mutually-agreed upon between the bargaining unit member and the site administrator.

12.7.2 Work Year (Beginning 2026/2027)

Beginning in 2026/2027 the school year shall be increased from 185 to 187 days. On July 1, 2026 the salary schedule shall be increased by 1.07% to account for the 2 additional work days.

The school year shall consists on one hundred eighty (180) school days, one (1) full inservice day, four (4) teacher directed workdays, and two (2) Professional Development days. The annual school calendar shall be negotiated between the Association and the Distrcit (see Appendix C).

The one (1) full inservice day shall be on the first contracted day of the school year.

The four (4) teacher-directed work days will be two (2) days at the beginning of the school year, one (1) at the end of the first semester, and one (1) shall be the last day of the contracted year.

The two (2) Professional Development days shall be one (1) prior to Winter break and one (1) after Winter break. One half of each Professional Development day shall be determined by the district and one half of each shall be determined by site leadership teams (elementary) and department chair committees/academic council (secondary).

All unit members shall be required to attend all District-wide staff development activites in their entirety. If such activites occur at a time that a unit member is not required to be at work based on her/his part-time assignment or job-share status, the unit member will be compensated for such attendance at the unit member's hourly rate (annual salary divided by 187 days divided by 8 hours).

Those unit members whose part-time work year is scheduled in semester increments shall not be required to attend staff development activities during the semester on which they are on leave of absence.

A flexible calendar for librarians and counselors will be mutually-agreed upon between the bargaining unit member and the site administrator.

12.8 Collaboration Time

12.8.1 The impetus for establishing collaboration time includes complying with legal mandates such as those for schools engaged in improvement plans and schools undergoing WASC accreditation review. Improvement Plans and WASC recommendations may include a recommendation calling for collaboration time. In addition, schools not engaged in improvement plans or undergoing WASC review may wish to establish or increase such time/activity.

12.8.2 The process set forth in this section 12.8 shall be utilized to modify daily schedules for the purpose of establishing or modifying collaboration time. In any event, the parties agree their mutual interest underlying this section 12.8 is for the District to meet all legal mandates.

12.8.3 Collaboration Time

12.8.3.1 Collaboration Time includes the following activies.

12.8.3.2 For Half Moon Bay High School, collaboration time shall occur four (4) or five (5) times per month. Undesignated and Designated (Subject Area) collaboration and shall be balanced over the course of the school year. Up to nine (9) designated collaboration times may be used for staff meetings.

Desingated collaboration time at Half Moon Bay High School is used for teachers to work together in subject areas and/or on school-based initiatives such as, but not limited to, curriculum implementation, instructional strategy implementation, review of assessment data, and school-wide climate initiatives.

12.8.3.3 For all other sites, designated collaboration time occurs four (4) or five (5) times per month and shall be utilized as voted upon at Cunha by the Department Chair Committee and at all other sites (except HMBHS) by the site Leadership Team.

12.8.3.3.1 Designated collaboration time is used for teachers to work together on school-based initiatives such as, but not limited to, curriculum implementation, instructional strategy implementation, review of assessment data, and school-wide climate initiatives.

12.8.3.3.2 If a site Department Chair Committee or Leadership Team votes to incorporate professional development into their designated collaboration time, this use shall not exceed ten (10) collaboration days over the course of a school year unless a waiver is approved by the District and CUTA.

12.8.3.3.3 Designated collaboration time shall not be utilized as undesignated time.

12.8.3.3.4 Site Leadership Teams (elementary) and Department Chair Committees (secondary) set the schedule for how designated collaboration time shall be used on an annual basis. Sites may revist the plan once each quarter (once each trimester for elementary sites) to make any needed adjustments.

12.8.3.4 Process for Adoption and Implementation, or Modification of Collaboration Time Plan: The process to be used by a site to determine whether and how to establish or modify a Plan shall be as follows. This process does not apply to, and sites shall not re-vote on, renewal of the current Plan for the subsequent school year.

12.8.3.4.1 Development of Proposed Plan: Anyone at the site - e.g., teacher(s), administrator(s) etc. - may initiate and develop a proposed Plan which may or may not be in response to the legal mandates set forth in this section 12.8.

12.8.3.4.2 The Department Chair Committees for Cunha and HMBHS and the leadership Team for all other siters, CUTA site representative(s) and site administration shall participate in the development of the Plan. The site Leadership Team selection process shall be consistent with the principles set forth in the Site Leadership Team By-Laws (Appendix M).

12.8.3.4.3 If the three foregoing groups reach consensus on the proposed Plan, the CUSD/CUTA review process set forth in section 12.8.4 below shall occur. If consensus is not reached, the matter shall be referred to the Superintendent and CUTA President for resolution. Upon resolution, the process set forth in section 12.8.4 shall occur. If there is no resolution, the process is concluded and the status quo regarding collaboration time will remain in place.

12.8.3.4.4 If a school is engaged in an Improvement Plan requires collaboration time, a proposed Plan, whether for the first time or as part of a modification, shall not contain an option of no collaboration time.

12.8.4 Timeline and Approval Process: the timeline and approval process for establishing/modifying/discontinuing a Plan is as follows. The parties agree these timelines are "goals" which the parties will endeavor to accomplish.

12.8.4.1 By March 1: The site has evaluated the Plan for the current school year and has developed a proposed Plan for the following school year.

12.8.4.2 March 1 - 15: The proposed Plan is reviewed by CUSD and CUTA for technical or contract issues (i.e., if a contract "waiver" is required).

12.8.4.3 By March 15: If there are technical issues, or a contract waiver is required, CUSD or CUTA can refer the Plan back to the site with recommendations, or the parties can agree to grant necessary waivers.

12.8.4.4 By April 15: If the proposed Plan is not referred back to the site and/or a waiver is granted, the school site demission by vote (see below) shall be completed.

12.8.4.5 If the proposed Plan is referred back to the site and/or a waiver is not granted, CUSD and CUTA shall agree on a timeline for completion of the process.

12.8.5 Site Decision-Making Process: Upon preliminary approval by CUSD and CUTA as set forth in section 12.8.4 above, approval and implementation of the Plan shall be subject to the following process:

12.8.5.1 There shall be a secret ballot vote to approve or reject the proposed Plan. The method for conducting the secret ballot shall be determined and agreed upon in advance by site administration and site CUTA representatives.

12.8.5.2 The vote shall be held over several days.

12.8.5.3 The Principal and CUTA site representatives shall jointly conduct the election over several days and shall jointly count ballots.

12.8.5.4 In order for a Plan to be implemented, at least 60% of those voting must vote to approve the Plan.

12.8.5.5 If the 60% requirement is met, the Plan shall be implemented that following school year.

12.8.6 Disapproval of Proposed Plan for Subsequent School Year: If a site disapproves the proposed Plan, the site will return to the daily schedule that was in effect at the beginning of the current school year.

ARTICLE 13: NEGOTIATION PROCEDURES

13.1 Negotiations - General

No later than one hundred (100) days prior to the expiration of this Agreement, the Association and the Board shall exchange in writing all new proposals being offered for inclusion in the successor Agreement. The Board then shall schedule a public meeting within fifteen (15) days to present such proposals in accordance with the provisions of Government Code section 3547. Thereafter, the parties shall meet and negotiate regarding matters within the scope of representation.

13.2 Outside Consultants

The negotiating sessions shall be private; however, either party may utilize the services of outside consultants to assist in or be present at negotiations.

13.3 Representatives

The District and the Association may be represented in negotiation sessions by authorized officers, consultants, individual representatives, or committees.

13.4 Time, Place and Parameters

13.4.1 Negotiations' sessions will be held at times and places as mutually agreed upon by the parties.

13.4.2 In order to promote the most efficient use of the parties' time and resources, and to allow District teachers and other personnel to continue to devote their energies primarily to the education of students, the parties agree that continuity in the composition of the negotiating teams is mutually beneficial. In addition, the parties agree to the following parameters during any reopener or successor contract negotiations:

13.4.2.1 At their first session, the parties will estimate the number of sessions they anticipate will be necessary to reach tentative agreement on all issues. The parties will also schedule such sessions to arrive at a date by which they will attempt to arrive at a settlement.

13.4.2.2 If the parties do not reach agreement within the estimated number of sessions, the parties shall critically evaluate and appraise their positions in negotiations.

13.4.2.3 Based on the number and/or significance of outstanding issues, the parties may mutually agree to continue negotiations; absent such agreement, the parties shall jointly seek the assistance of a mediator through EERA impasse procedures, or any other resolution process jointly agreed to.

13.5 Number of Representatives

The Association shall be allowed release time for up to five (5) of its members for the purpose of meeting and negotiating at agreed upon meetings with District representatives on all matters within the scope of representation pursuant to Government Code section 3542.2. Whenever representatives of the Association are mutually scheduled by the parties to participate during working hours in negotiation sessions, they shall suffer no loss in compensation for such time spent meeting and negotiating with District representatives.

13.6 Reports

Both parties shall make available to each other, upon reasonable, written request, a copy of documents pertinent to the issues under negotiation, not otherwise privileged by law.

13.7 Tentative Agreements

Unless the parties agree to the contrary, when tentative agreement has been reached on an item, it shall be reduced to writing and initialed by the parties prior to adjournment of the session. All items remain tentative until the entire agreement is agreed to.

13.8 Final Approval

When final agreement has been reached on all items, the parties shall have the total agreement ratified by the Board and the membership of the Association.

ARTICLE 14: SAFETY CONDITIONS OF EMPLOYMENT

14.1 Reporting Requirement

Each bargaining unit member shall be required to immediately report to his/her immediate supervisor any condition which may have a detrimental effect on the health, safety, or well-being of students, employees or other persons. The immediate supervisor shall notify the bargaining unit member of actions to be taken and/or recommendations regarding the reported unsafe condition within two (2) working days. The immediate supervisor shall provide updates to the reporting unit member, upon request.

14.2 Assault on Unit Members

14.2.1 Requirement to Report

Bargaining unit members shall immediately report cases of assault suffered by them in connection with their employment to their principal or other immediate superior who shall immediately report the incident to the police.

14.2.2 Release Time/Release of Information

Such notification shall be immediately forwarded to the Superintendent who shall comply with any reasonable request from the unit member for information in the possession of the Superintendent, excluding confidential information relating to the incident or the persons involved, and shall release the employee from duty when he/she is required to make a statement to the police or to appear in court.

14.2.3 Assault and Threats

If a unit member is assaulted or threatened in connection with the unit member's employment, the unit member shall immediately report the incident to their immediate supervisor and the District's Workplace Violence Prevention Program will be followed.

14.3 Suspension

14.3.1 Discipline Procedures

At the first school site staff meeting of the school year, the site administrator will discuss with the staff procedures to be followed in matters of student safety, discipline and punishment and will outline the roles and responsibilities of both the unit members and the site administrator.

School site administration shall distribute or make accessible a "Student/Parent Handbook" and student behavior management guidance to staff.

The District shall notify the unit member of any pupil who has engaged in, or is reasonably suspected to have engaged in, any suspensionable or expellable acts, in accordance with Education Code section 49079.

14.3.2 Unit Member's Right to Suspend

A unit member may suspend, for good cause, any pupil from his/her class for the day of the suspension and the following day. The unit member shall immediately report the suspension to the principal of the school and send the pupil to the principal for appropriate action. As soon as possible, the unit member shall contact the parent or guardian of the pupil. The teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he/she was suspended, during the period of the suspension, without the concurrence of the teacher.

14.4 Unsafe Conditions

Bargaining unit members shall not be required to work under unsafe or hazardous conditions or to perform tasks which endanger their health or safety.

14.4.1 Environmental Safety

Copies of applicable workplace health and safety postings as required by law shall be posted at each worksite.

The District shall maintain air quality monitor on its website to monitor local air quality conditions. The District will confer with the San Mateo County Office of Education and other local agencies for appropriate action during extreme circumstances.

14.4.2 Power Outages

In the event of a power outage at a school site during school hours, the District will make every effort to provide the affected school site with portable generators, as needed, and will provide each affected school site with walkie talkies.

14.4.3 School Closure

When the District decides to close schools due an emergency, unit members may be directed to provide asynchronous work and/or independent study as allowed by law if notified of the closure the previous day, as directed by the District. When school will be closed for more than two consecutive days, bargaining teams will meet to discuss next steps.

14.5 Personal Safety

14.5.1 Reporting Requirements

Unit members shall report any suspected infections or contagious disease which they believe endangers their safety. The student may be sent to the school office/nurse's station. The school nurse will report to the unit member the nature of the suspected disease and take such steps as the nurse and the immediate supervisor deem necessary to protect the safety of the employee.

14.5.2 Right to Refer Students

Bargaining unit members who believe their safety, or the safety of other students, to be endangered by a student's actions may refer such student to the school counselor or administrator. The counselor and/or administrator will respond to the referral within one (1) week with recommended action to be taken regarding said student.

14.5.3 Use of Reasonable Force

A unit member may use reasonable force as is necessary to protect himself/herself from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain dangerous objects upon the person, or within control of his/her duties.

14.6 Work Space

Site administration shall work with each unit member who travels from site to site to provide a workspace at their site.

ARTICLE 15: BARGAINING UNIT MEMBER TRAVEL

15.1 Travel Reimbursement

15.1.1 Right to Request

Bargaining unit members assigned to more than one site and/or required by their immediate supervisor to perform tasks which require the use of their own automobile during the contract period may request reimbursement at the District's established rate.

15.1.2 Requirements for Submittal

The bargaining unit member may not submit for reimbursement until he/she has accrued mileage which will entitle him/her to a reimbursement of a minimum of five dollars ($5.00). Accumulation of mileage may occur over the entire school year and need not be submitted monthly.

ARTICLE 16: RIGHT TO CONSULT

16.1 Definition

The parties agree that consultation is an exchange of views in an attempt to clarify and/or resolve differences and not a continuation of the negotiation process.

The Association shall have the right to consult on:

a. Curriculum and instruction

b. Teaching conditions

c. Retirement and other matters mutually agreed upon

ARTICLE 17: MISCELLANEOUS PROVISIONS

17.1 Publications

All bargaining unit members who participate in the production of tapes, publications or other produced educational material shall retain residual rights should they be copywritten or sold by the Board.

ARTICLE 18: NO STRIKE, NO LOCKOUT

18.1 Provisions

The Cabrillo Unified Teachers' Association and the Board agree that differences between the parties hereto shall be settled by peaceful means as provided in this Agreement. During the term of this Agreement, the Cabrillo Unified Teachers' Association, in consideration of the terms and conditions of this Agreement, will not engage in, instigate, or condone any strike, work stoppage, or any concerted refusal to perform work duties as required in this Agreement, and will undertake to exert its best efforts to discourage any such acts by any employees in the bargaining unit. During the terms of this Agreement, the Board, in consideration of the terms and conditions of this Agreement, will not authorize or permit any lockout of Cabrillo Unified Teachers' Association members of other persons covered by this Agreement.

18.2 Limitation

It is also agreed that the provisions of section 18.1 are not in effect during reopener negotiations after the completion of the impasse procedure and that the parties' actions shall be governed by applicable law.

ARTICLE 19: EFFECT OF AGREEMENT

19.1 Complete Understanding

The terms and conditions set forth in this Agreement represent the full and complete understanding between the parties hereto. During the term of this Agreement, the Association expressly waives and relinquishes the right to meet and negotiate. The terms and conditions may be altered, changed, added to, deleted from, or modified only through the voluntary, mutual consent of the parties following one or more meetings involving one representative of the Board and one representative of the Association. Such alteration shall be in the form of a written amendment ratified by both parties.

This Agreement terminates and supersedes those past practices, agreements, procedures, traditions and rules of regulations inconsistent with any matters covered herein. However, existing policies, rules, regulations, practices and procedures which are consistent with the Agreement are not modified. The parties agree that during the negotiations which culminated in this Agreement, each party enjoyed and exercised without restraint, coercion, intimidation or other limitation, the right and opportunity to make demands and proposals or counterproposals with respect to any matter not reserved by policy or law from compromise through negotiations and that the understandings and agreements arrived at after the exercise of that right and opportunity are set forth herein.

19.2 Individual Contracts

Any individual contract between the Board and an individual member shall be subject to and consistent with the terms and conditions of this Agreement. If an individual contract contains any language inconsistent with this Agreement, this Agreement, during its duration, shall be controlling.

19.3 Savings

Should any article, section, or clause of this Agreement be declared illegal by a court of competent jurisdiction, said article, section, or clause, as the case may be, shall be automatically deleted from this Agreement to the extent that it violated the law. The remaining unaffected articles, sections, and clauses shall remain in full force and effect for the duration of this Agreement.

19.4 Miscellaneous

The Association agrees that it will not take any reprisals against any management employee or Board member regarding the administration of this Agreement, or any grievance filed hereunder.
There shall be two (2) signed copies of the final Agreement for recordkeeping purposes. One shall be retained by the District and one by the Association.
Within thirty (30) days of ratification of the Agreement by both parties herein, the District shall have copies made and delivered to the bargaining unit.

ARTICLE 20: PROFESSIONAL GROWTH

This article intentionally left blank

ARTICLE 21:

This article intentionally left blank

ARTICLE 22: EMPLOYEE/MANAGEMENT POSITIVE WORKING RELATIONSHIP'S TEAM (EMPWER TEAM)

This team of employees and district management will work together as equals to resolve issues and improve communication within the district.

22.1 Composition of EMPWR

22.1.1 There shall be established a Team which shall meet as determined by the Team, but in no event less than once per month.

22.1.2 CUTA shall be represented by one member from each school site. These members shall be approved by and report to the CUTA Executive Board.

22.1.3 District membership shall be by appointment of and include the Superintendent/designee, but not exceed the number of CUTA members on the Team.

22.1.4 CSEA membership, if any, shall be according to agreement between the District and CSEA.

22.1.5 Additional persons may be invited to the meetings upon mutual request.

21.2 Purpose/Scope

22.2.1 It is the intent of this Article to enable the District and the Association to work as cooperating peers in an environment of mutual respect to prevent issues from becoming problems and to resolve problems informally by consensus. Problems that cannot be solved in this manner will be referred elsewhere.

22.2.2 Subjects brought to the EMPWR Team shall be of district-wide (as opposed to a single site) concern, or concerns of a site which, despite good faith attempts by all parties involved, have not been resolved at the site level. It is not the intent of the parties to bypass communications between the teachers and site administrator; the parties agree that discussion of site level concerns should occur at the site.

22.2.3 The EMPWR Team is neither intended to supersede the Grievance Procedure provided in this Agreement nor to affect the right of a unit member or the Association to utilize that procedure.

22.3 Meeting Schedule/Compensation

22.3.1 The EMPWR Team shall schedule meetings so as to avoid disruption of classroom instruction and other District activities.

22.3.2 Compensation for CUTA members will be calculated on 2% of Step A-1, based on at least one meeting per month (at least 10 per year) and a minimum attendance requirement of 80% of all meetings in order to be eligible.

ARTICLE 23: DURATION AND REOPENERS

23.1 Duration

This Agreement shall be effective July 1, 2025 and shall continue in full force and effect through and including until June 30, 2026.

23.2 Reopeners

23.2.1 For the 2025-2026 school year, reopener negotiations shall occur on Articles 2 and 3 (Compensation and Health and Welfare Benefits, respectively) Article 12 (Teaching Hours), and up to two (2) additional articles sentenced by each party.

23.2.2 The District and CUTA will negotiate the calendar annually or with any other frequency mutually agreed to.

23.2.3 Notwithstanding any provision of this Agreement, the parties may mutually agree to reopen negotiations at any time on any matter covered by this Agreement.

23.2.4 On or before March 1, 2024 the parties shall submit initial proposals for a successor negotiated agreement to begin in 2024-2025.

ARTICLE 24: DISCIPLINARY ACTION

The Cabrillo Unified School District and Cabrillo Unified Teachers Association mutually agree that the high professional standards of the District will be adhered to and will be applied in a consistent, fair manner to support professional accountability. It is the intent of this section to provide a supportive environment for unit members. The District may discipline a unit member only for just cause.

24.1 Just Cause

The following just cause guidelines shall be recognized:

24.1.1 The District's rules, regulations and policies shall be readily available to unit members Unit members shall be made aware upon initial employment of where such rules, etc. reside and are accessible. The District will notify CUTA of any revision or initiation of such rules, etc., the violation of which may subject unit members to discipline.

24.1.2 A fair and reasonable investigation shall include a review of pertinent information, an informal meeting to discuss with the unit member and member’s representative, and a written statement of the incident or misconduct which form a basis for the disciplinary action.

24.1.3 Rules, orders, and penalties shall be applied fairly, according to the circumstances of the case.

24.2 Right to Representation

Teachers shall have the right to be accompanied by an Association representative at any meeting with the administrator where disciplinary action is contemplated or discussed. Teachers may be informed by the District of their right to Association representation prior to questioning by District management personnel in an instance in which the answers elicited reasonably could be expected to lead to disciplinary action against the unit member.

24.3 Progressive Discipline

In handling professional accountability, the following progressive discipline will be used. Progressive discipline means the level of discipline will be tailored to fit the severity of the offense; therefore, the serious nature of the offense may require by passing progressive discipline steps.

24.3.1 The following progressive discipline procedures will be applied except where the serious nature of the offense may require the District to directly impose a written warning, a written reprimand, or suspension without pay.

24.3.1.1 Verbal Counseling/Warning

Verbal counseling/warning may result in a post-conference summary memorandum. The post-conference summary memorandum will not be placed in the unit member's personnel file.

24.3.1.2 Written Warning

Subject to Article 8.1.1 above, written warnings will not be used unless the unit member has been verbally warned about similar actions within the last twenty-four (24) months. Written warnings will not be placed in the unit member's file. Written warnings shall include a statement of the potential next disciplinary steps.

24.3.1.3 Written Reprimand

Subject to Article 8.1.1 above, a written reprimand will not be used unless the unit member has received a written warning about similar actions within the last twenty-four (24) months. The unit member will sign the reprimand to acknowledge receipt, and a copy may be placed in the unit member's personnel file. The Association member has 20 workdays in which to respond and the response will be attached to the reprimand in the personnel file as per contract Article 9.3. Written reprimands shall include a statement of the potential next disciplinary steps.

24.3.1.4 Suspension Without Pay

Subject to Article 8.1.1 above, suspension will not be used unless the unit member has received a written reprimand about similar actions within the last twenty-four (24) months. No unit member will be suspended more than fifteen (15) working days during a school year. In all instances, however, the length of a suspension will relate to the severity of the action and/or suspension history of the unit member.

24.3.2 Notice. Notice of written reprimand and suspension will be made in writing and served to the unit member in person by the superintendent or designee or by certified mail. A copy will be provided to the Association president. The notice of suspension will contain:

24.3.2.1 A statement of the specific acts or omissions upon which the action is based;

24.3.2.2 A statement of the cause(s) for which action is recommended;

24.3.2.3 Where applicable, the Education code section, policy, rule, regulation, or directive violated;

24.3.2.4 Penalty proposed and effective date;

24.3.2.5 Copies of the documentary evidence upon which the recommendation is based;

24.3.2.6 A statement of the unit member's right to appeal the proposed action by requesting a hearing pursuant to the procedures in Article 5 subject to Section 24.5 below.

24.4 Notice After Action Has Been Taken

In the event a unit member is removed from his/her position without advance notice a notice conforming to the specifications set forth above will be sent to the unit member by certified mail addressed to the unit member's last known address, within five (5) days of the unit member's removal from the position.

24.5 Appeal Procedure

24.5.1 Right to Appeal

Only suspension without pay may be appealed to arbitration pursuant to Article 5, Section 5.3.4 (pg. 10). If timely appealed, the penalty will not be applied until the arbitrator's decision is rendered, except for just cause necessitating the immediate removal of the unit member from the worksite. At the arbitration, documentation supporting the suspension, including written reprimands, may be subject to review by the arbitrator.

24.5.2 Request for Appeal

The unit member must request an appeal by delivering written notice of appeal to the superintendent in person or by certified mail within ten (10) working days after receipt of the notice of suspension or written

reprimand. If the unit member does not demand an appeal within the above timeline, the suspension without pay may be imposed immediately by the superintendent or designee.

24.6 Confidentiality

All information or proceedings regarding any actions or proposed actions pursuant to this Article will be kept confidential by the parties to the extent permitted by law. Discussions with teachers regarding disciplinary action shall be conducted in an appropriately private setting apart from individuals not directly involved in the matter. This shall not constitute a waiver of representation.

24.7 Supersedes Ed Code 44944

This Article is intended, for the purpose of suspension, to replace the provisions of Education Code Section 44944, but will not apply to suspension pursuant to the provisions of Education Code sections 44939, 44940 and 44942.

APPENDICES

CABRILLO UNIFIED SCHOOL DISTRICT
Half Moon Bay CA 94019

2023-24 CERTIFICATED SALARY SCHEDULE

Years	A MA or BA + 0 to 59	B MA+15 or BA+60	C MA+30 or BA+75	D MA+45 or BA+90
Step 1	58,045	58,045	59,330	61,318
Step 2	58,045	59,860	62,114	64,092
Step 3	59,860	62,644	64,888	66,866
Step 4	62,644	65,418	67,662	69,642
Step 5	65,418	68,193	70,437	72,415
Step 6	68,193	70,968	73,211	75,189
Step 7	70,968	73,741	75,985	77,963
Step 8	73,741	76,515	78,759	80,541
Step 9	76,515	79,290	81,337	83,511
Step 10	79,290	81,868	84,307	86,286
Step 11	81,868	84,837	87,082	89,060
Step 12	84,837	87,612	89,856	90,902
LONGEVITY				
Step 15		91,782	93,734	94,276
Step 18		95,388	97,236	98,444
Step 21			100,738	102,613
Step 24			102,613	106,782
Step 27			106,803	111,090

CALCULATIONS

1)	An annual stipend will be paid to each teacher for an earned Master's Degree.	$2,538
2)	Beginning in the 2005-06 school year, an annual stipend will be paid to each teacher who receives National Board Certification.	$2,538
3)	Number of paid days per school year:	185
4)	Teachers with valid California teaching credentials will initially be placed on Column A unless additional units are verified for higher placement.	
5)	A maximum of eleven (11) years prior credentialed experience shall be allowed for initial salary placement.	
6)	Calculated for CUTA Informational Purposes	
	Approved by the Governing Board April 21, 2022	

2024-25 CERTIFICATED SALARY SCHEDULE

Years	A MA or BA + 0 to 59	B MA+15 or BA+60	C MA+30 or BA+75	D MA+45 or BA+90
Step 1	62,759	62,759	64,148	66,297
Step 2	62,759	64,721	67,158	69,297
Step 3	64,721	67,731	70,157	72,296
Step 4	67,731	70,730	73,156	75,297
Step 5	70,730	73,731	76,156	78,295
Step 6	73,731	76,731	79,156	81,294
Step 7	76,731	79,728	82,155	84,294
Step 8	79,728	82,728	85,155	87,080
Step 9	82,728	85,728	87,941	90,292
Step 10	85,728	88,516	91,152	93,292
Step 11	88,516	91,726	94,153	96,292
Step 12	91,726	94,726	97,152	98,283
LONGEVITY				
Step 15		99,235	101,345	101,932
Step 18		103,133	105,131	106,438
Step 21			108,918	110,945
Step 24			110,945	115,453
Step 27			115,475	120,110

CALCULATIONS

1	The 2023-2024 salary schedule shall be initially increased by 6.0% effective July 1, 2023	
2	An annual stipend will be paid to each teacher for an earned Master's Degree.	$2,690
3	An annual stipend will be paid to each teacher for an earned Doctoral Degree.	$2,690
4	Beginning in the 2005-06 school year, an annual stipend will be paid to each teacher who receives National Board Certification.	$2,690
5	Number of paid days per school year:	185
6	Teachers with valid California teaching credentials will initially be placed on Column A unless additional units are verified for higher placement.	
7	A maximum of eleven (11) years prior credentialed experience shall be allowed for initial salary placement.	

On October 10, 2024, the CUSD Governing Board approved a 6.0% salary increase retroactive to July 1, 2023.

On November 14, 2024 the CUSD Governing Board approved a revision of the salary schedule.

On December 12, 2024 the CUSD Governing Board approved a 2% salary increase effective January 1, 2025.

CABRILLO UNIFIED SCHOOL DISTRICT

COCURRICULAR AND SPECIAL ASSIGNMENT SALARY SCHEDULE - 2024-25

Cocurricular stipend amounts are based on a percentage of salary position A-1 on the CUTA Certificated Salary Schedule

A	A-1	B	C
$602.97	$1,205.94	$1,808.92	$3,014.87
.0098*$61,528.00=$602.97	.0196*$61,528.00=$1,205.94	.0294*$61,528.00=$1,808.92	.049*$61,528.00=$3,014.87
Miscellaneous	Miscellaneous	Miscellaneous	Chair Schedule B
District Committees (8-10 meetings)	District Committees (11-15 meetings)	District Committees (16-20 meetings)	Intermediate Basketball Coach
Intermediate After School Drama		Chair Schedule A	Intermediate Flag Football Coach
Outdoor Education Teacher		Outdoor Education Coordinator	Intermediate Soccer Coach
Leadership*		Intermediate Cross Country Coach	Intermediate Tennis Coach
Board Advisory Committees		Intermediate Track & Field Coach	Intermediate Volleyball Coach
		Intermediate School Dance Coordinator	Intermediate Wrestling Coach
		High School Dance Coordinator	Intermediate Jazz Band
			AVID Site Coordinator
			Intermediate Yearbook Coordinator

D	E	F
$3,617.85	$4,220.82	$4,823.79
.0588*$61,528.00=$3,617.85	.0686*$61,528.00=$4,220.82	.0784*$61,528.00=$4,823.79
Department Heads (6-12 periods)	Department Heads (13-18 periods)	Department Heads (19+ periods)
Frosh-Soph Football Coach	High School Band Coordinator	ASB Activities Advisor
Junior Varsity Football Assistant Coach	High School Golf Coach	Drama/Musical Program Coordinator
	High School Newspaper Coordinator	Athletic Director (At 1.5 of column F)
	High School Yearbook Coordinator	Pep Squad
	High School AVID District Coordinator	FFA (Future Farmers of America)
	Varsity Assistant Football Coach	Varsity Baseball Head Coach
	Varsity Assistant Soccer Coach (M/F)	Varsity Basketball Head Coach (M/F)
	High School Assistant Track Coach	Varsity Cross Country Head Coach
	High School Assistant Wrestling Coach	Varsity Football Head Coach
	Frosh-Soph Baseball Coach	Varsity Gymnastics Head Coach (M/W)
	Frosh-Soph Basketball Coach (M/F)	Varsity Softball Head Coach
	Frosh-Soph Softball Coach	Varsity Swimming Head Coach (M/W)
	Frosh-Soph Volleyball Coach	Varsity Track Head Coach
	JV Soccer Coach	Varsity Volleyball Head Coach
	JV Tennis Coach	Varsity Water Polo Head Coach (M/W)
	JV Wrestling Coach	Varsity Wrestling Head Coach
	High School Strength Coach	Intermediate Department Head (23 periods)
	Intermediate Department Head (7-22 periods)	Intermediate Athletic Director
		Elementary Administrative Delegate

****Based on MOU signed 9/19/07**

On October 10, 2024, the CUSD Governing Board approved a 6.0% salary increase retroactive to July 1, 2023.

Governing Board approved November 14, 2024

CABRILLO UNIFIED SCHOOL DISTRICT

2024-25 COCURRICULAR AND SPECIAL ASSIGNMENT SALARY SCHEDULE

Cocurricular stipend amounts are based on a percentage of salary position A-1 on the CUTA Certificated Salary Schedule

A	A-1	B	C
$615.04	$1 230.08	$1 845.11	$3 075.19
.0098*$62,759=$615.04	.0196*$62,759.00=$1,230.08	.0294*$62,759.00=$1845.11	.049*$62,759.00=$3075.19
Miscellaneous District Committees (8-10 meetings)	Miscellaneous District Committees (11-15 meetings)	Miscellaneous District Committees (16-20 meetings)	Chair Schedule B District Committees
			Intermediate Basketball Coach
Intermediate After School Drama		Chair Schedule A	Intermediate Flag Football Coach
Outdoor Education Teacher		District Committees	Intermediate Soccer Coach
Leadership*		Outdoor Education Coordinator	Intermediate Tennis Coach
Board Advisory Committees		Intermediate Cross Country Coach	Intermediate Volleyball Coach
		Intermediate Track & Field Coach	Intermediate Cross Country
		Intermediate School Dance Coordinator	Intermediate Track and Field
		High School Dance Coordinator	Intermediate Band
		District Committees	Intermediate Wrestling Coach
			Intermediate Jazz Band
			AVID Site Coordinator
			Intermediate Yearbook Coordinator

D	E	F
$3,690.23	$4,305.27	$4,920.31
.0588*$62,759.00=$3,690.23	.0686*$62,759.00=$4,305.27	.0784*$62,759.00=$4920.31
Department Heads (6-12 periods)	Department Heads (13-18 periods)	Department Heads (19+ periods)
Frosh-Soph Football Coach	High School Band Coordinator	ASB Activities Advisor
Junior Varsity Football Assistant Coach	High School Student Store- None	Drama/Musical Program Coordinator
	High School Golf Coach	Athletic Director (At 1.5 of column F)
	High School Newspaper Coordinator	Pep Squad
	High School Yearbook Coordinator	FFA
	High School AVID District Coordinator	Varsity Baseball Head Coach
	Varsity Assistant Football Coach	Varsity Basketball Head Coach (M) (W)
	Varsity Assistant Soccer Coach (M) (W)	Varsity Cross Country Head Coach
	High School Assistant Track Coach	Varsity Football Head Coach
	High School Assistant Wrestling Coach	Varsity Gymnastics Head Coach (M) (W)
	Frosh-Soph Baseball Coach	Varsity Softball Head Coach
	Frosh-Soph Basketball Coach (M) (W)	Varsity Swimming Head Coach (M) (W)
	Frosh-Soph Softball Coach	Varsity Track Head Coach
	Frosh-Soph Volleyball Coach	Varsity Volleyball Head Coach
	JV Soccer Coach	Varsity Water Polo Head Coach (M) (W)
	JV Tennis Coach	Varsity Wrestling Head Coach
	JV Wrestling Coach	Intermediate Department Head (23 periods)
	High School Strength Coach	Intermediate Athletic Director
	Intermediate Department Head (7-22 periods)	Elementary Administrative Designee

***Based on MOU signed 9/19/07*

On October 10, 2024, the CUSD Governing Board approved a 6.0% salary increase retroactive to July 1, 2023, replacing the previously approved 4.0% increase.

On November 14, 2024 the CUSD Governing Board approved a revision of the salary schedule.
On December 12, 2024 the CUSD Governing Board approved a 2% salary increase effective January 1, 2025.

CABRILLO UNIFIED SCHOOL DISTRICT

STUDENT/TEACHER CALENDAR

Revised

Elementary Conference Dates

2023-2024

★ First Day for All Students ..... Aug. 17
★ Last Day of 1st Semester -Minimum Day.... Dec. 22
★ Last Day for Students -Minimum Day ..... June 6

Elementary Schools Trimesters:
▲ End of First Trimester (55 days)..... Nov. 3
▲ End of Second Trimester (62 days) ..... Mar. 1
★ End of Third Trimester (63 days) ..... June 6

Cunha Intermediate School/HMBHS/Pilarcitos HS:
■ End of First Quarter (40 days)..... Oct. 13
■ End of Second Quarter (44 days)..... Dec. 22
■ End of Third Quarter (43 days) ..... Mar. 15
★ End of Fourth Quarter (53 days).....June 6

Total Student Days..... 180 days
Total Teacher Days..... 185 days

LEGAL HOLIDAYS: H (Actual) = Non-School Days
Labor Day..... Sept. 4
Veterans Day Observed..... Nov. 10
Thanksgiving Day ..... Nov. 23
Day after Thanksgiving..... Nov. 24
Federal Holiday Observed ..... Dec. 25 and Dec. 29
New Year's Day ..... Jan. 1
Martin Luther King Day ..... Jan. 15
President Days Observed* ..... Feb. 19 & 23
Friday of Spring Vacation* ..... Apr. 19
Memorial Day ..... May 27
Juneteenth Day** ..... June 19
Independence Day ..... July 4

* Board Adopted Holidays
** Limited to employees who work that day

BOARD ADOPTED SCHOOL RECESSES/NON-SCHOOL DAYS: X = Non-School Days
October Non-School Day..... October 9
Thanksgiving Recess..... Nov. 20 to Nov. 24
Winter Recess ..... Dec. 25 to Jan. 8
Presidents' Week ..... Feb. 19 to Feb. 23
Spring Recess ..... Apr. 15-19

PARENT CONFERENCE / REPORT CARDS
Elementary Schools:
Conferences - Minimum Days..... Oct. 2 to Oct. 6
Conferences - Minimum Days..... Mar. 11 to Mar. 15
Cunha Intermediate School:
Conferences - Minimum Days..... Oct. 31 to Nov. 3

STAFF DEVELOPMENT: SD = Minimum Day for Students

Aug. 14 (Non-school for students)

Sept. 15	Oct. 20	Jan. 26
Feb. 9	Mar. 22	Apr. 26

TEACHER WORK DAYS: W = Non-School Days for Students

Aug. 15 & 16	Jan. 8	June 7

JULY 2023

S	M	T	W	T	F	S
						1
2	3	4 H	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST 2023 — 11 days

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 SD	15 W	16 W	17 ★	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER 2023 — 20 days

S	M	T	W	T	F	S
					1	2
3	4 H	5	6	7	8	9
10	11	12	13	14	15 SD	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER 2023 — 21 days

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9 X	10	11	12	13 ■	14
15	16	17	18	19	20 SD	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2023 — 16 days

S	M	T	W	T	F	S
			1	2	3 ▲	4
5	6	7	8	9	10 H	11
12	13	14	15	16	17	18
19	20 X	21 X	22 X	23 H	24 H	25
26	27	28	29	30		

DECEMBER 2023 — 16 days

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22 ■	23
24	25 H	26 X	27 X	28 X	29 H	30
31						

JANUARY 2024 — 16 days

S	M	T	W	T	F	S
	1 H	2 X	3 X	4 X	5 X	6
7	8 W	9	10	11	12	13
14	15 H	16	17	18	19	20
21	22	23	24	25	26 SD	27
28	29	30	31			

FEBRUARY 2024 — 16 days

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9 SD	10
11	12	13	14	15	16	17
18	19 H	20 X	21 X	22 X	23 H	24
25	26	27	28	29		

MARCH 2024 — 21 days

S	M	T	W	T	F	S
					1 ▲	2
3	4	5	6	7	8	9
10	11	12	13	14	15 ■	16
17	18	19	20	21	22 SD	23
24	25	26	27	28	29	30
31						

APRIL 2024 — 17 days

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15 X	16 X	17 X	18 X	19 H	20
21	22	23	24	25	26 SD	27
28	29	30				

MAY 2024 — 22 days

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27 H	28	29	30	31	

JUNE 2024 — 4 days

S	M	T	W	T	F	S
						1
2	3	4	5	6 ★	7 W	8
9	10	11	12	13	14	15
16	17	18	19 H	20	21	22
23	24	25	26	27	28	29
30						

CABRILLO UNIFIED SCHOOL DISTRICT

STUDENT/TEACHER CALENDAR

2024-2025

JULY 2024						
S	M	T	W	T	F	S
	1	2	3	4 H	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2024						12 days
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12 SD	13 W	14W	15 ★	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2024						20 days
S	M	T	W	T	F	S
1	2 H	3	4	5	6	7
8	9	10	11	12	13 SD	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2024						22 days
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11 ■	12
13	14	15	16	17	18 SD	19
20	21 X	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2024						15 days
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8 ▲	9
10	11 H	12	13	14	15	16
17	18	19	20	21	22	23
24	25 X	26 X	27 X	28 H	29 H	30

DECEMBER 2024						15 days
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20 ■	21
22	23 X	24 H	25 H	26 X	27 X	28
29	30 X	31 X				

★ First Day for All Students ..... Aug. 15
★ Last Day of 1st Semester -Minimum Day .... Dec. 20
★ Last Day for Students -Minimum Day ..... June 5

Elementary Schools Trimesters:
▲ End of First Trimester (60 days) ..... Nov. 8
▲ End of Second Trimester (57 days) ..... Feb. 28
★ End of Third Trimester (63 days) ..... June 5

Cunha Intermediate School/HMBHS/Pilarcitos HS:
■ End of First Quarter (41 days) ..... Oct. 11
■ End of Second Quarter (43 days) ..... Dec. 20
■ End of Third Quarter (43 days) ..... Mar. 14
★ End of Fourth Quarter (53 days) .....June 5

Total Student Days ..... 180 days
Total Teacher Days ..... 185 days

LEGAL HOLIDAYS: H (Actual) = Non-School Days

Independence Day ..... July 4
Labor Day ..... Sept. 2
Veterans Day Observed ..... Nov. 11
Thanksgiving Day ..... Nov. 28
Day after Thanksgiving ..... Nov. 29
Federal Holiday Observed ..... Dec. 24-25
New Year's Day ..... Jan. 1
Martin Luther King Day ..... Jan. 20
President Days Observed* ..... Feb. 17 & 21
Friday of Spring Vacation* ..... Apr. 18
Memorial Day ..... May 26
Juneteenth Day** ..... June 19

* Board Adopted Holidays
** Limited to employees who work that day

BOARD ADOPTED SCHOOL RECESSES/NON-SCHOOL DAYS: X = Non-School Days

October Non-School Day ..... October 21
Thanksgiving Recess ..... Nov. 25 to Nov. 29
Winter Recess ..... Dec. 23 to Jan. 3
Presidents' Week ..... Feb. 17 to Feb. 21
Spring Recess ..... Apr. 14-18

PARENT CONFERENCE / REPORT CARDS
Elementary Schools:
Conferences - Minimum Days ..... Oct. 7-Oct. 11
Conferences - Minimum Days ..... Mar. 10-Mar. 14
Cunha Intermediate School:
Conferences - Minimum Days ..... Oct. 29-Nov. 1

STAFF DEVELOPMENT: SD = Minimum Day for Students

Aug. 12 (Non-school for students)

Sept. 13	Oct. 18	Jan. 31
Feb. 28	Mar. 28	Apr. 25

TEACHER WORK DAYS: W = Non-School Days for Students

Aug. 13 & 14	Jan. 6	June 6

JANUARY 2025						18 days
S	M	T	W	T	F	S
			1 H	2 X	3 X	4
5	6 W	7	8	9	10	11
12	13	14	15	16	17	18
19	20 H	21	22	23	24	25
26	27	28	29	30	31 SD	

FEBRUARY 2025						15 days
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17H	18 X	19 X	20X	21 H	22
23	24	25	26	27	28 SD	

MARCH 2025						21 days
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14 ■	15
16	17	18	19	20	21	22
23	24	25	26	27	28 SD	29
30	31					

APRIL 2025						17 days
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 X	15 X	16 X	17 X	18 H	19
20	21	22	23	24	25 SD	26
27	28	29	30			

MAY 2025						21 days
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26 H	27	28	29	30	

JUNE 2025						4 days
S	M	T	W	T	F	S
1	2	3	4	5 ★	6 W	7
8	9	10	11	12	13	15
15	16	17	18	19 H	20	21
22	23	24	25	26	27	28
29	30					

CABRILLO UNIFIED SCHOOL DISTRICT

HEALTH BENEFIT (MONTHLY COST) SUMMARY EFFECTIVE SEPTEMBER 1, 2024

(MONTHLY DISTRICT CONTRIBUTION OF $1038.74/ Month FOR C.U.T.A. MEMBERS HIRED AFTER JULY 1, 2011)

UNITED HEALTHCARE PPO $20 PLAN ($20 Office Visit)			
GROUP NUMBER HMO $15	**EMPLOYEE**	**TWO PARTY**	**FAMILY**
PLAN COST	**1,368.63**	**2,737.29**	**3,559.27**
FULL-TIME EMPLOYEE H RED PRIOR TO 7/1/11	429 89	859.80	902.65
CERTIFICATED FULL-TIME EMPLOYEE H RED AFTER 7/1/11	329 89	1,698.55	2,520.53
CLASSIFIED FULL-TIME EMPLOYEE HIRED AFTER 7/1/11	429 89	1,798.55	2,620.53
COBRA	1,368.63	2,737.29	3,559.27
EARLY RETIREE	1,368.63	2,737.29	3,559.27

UNITED HEALTHCARE HMO $15 PLAN ($15 Office Visit)			
GROUP NUMBER HMO $15	**EMPLOYEE**	**TWO PARTY**	**FAMILY**
PLAN COST	**1,106.19**	**2,287.12**	**3,255.89**
FULL-TIME EMPLOYEE H RED PRIOR TO 7/1/11	167.45	409.63	599.27
CERTIFICATED FULL-TIME EMPLOYEE H RED AFTER 7/1/11	67.45	1,248.38	2,217.15
CLASSIFIED FULL-TIME EMPLOYEE HIRED AFTER 7/1/11	167.45	1,348.38	2,317.15
COBRA	1,106.19	2,287.12	3,255.89
EARLY RETIREE	1,106.19	2,287.12	3,255.89

SUTTER HEALTH PLUS HMO $20 PLAN ($20 Office Visit)			
GROUP NUMBER HMO $20	**EMPLOYEE**	**TWO PARTY**	**FAMILY**
PLAN COST	**1,061.15**	**2,122.19**	**3,003.25**
FULL-TIME EMPLOYEE H RED PRIOR TO 7/1/11	122.41	244.70	346.63
CERTIFICATED FULL-TIME EMPLOYEE H RED AFTER 7/1/11	22.41	1,083.45	1,964.51
CLASSIFIED FULL-TIME EMPLOYEE HIRED AFTER 7/1/11	122.41	1,183.45	2,064.51
COBRA	1,061.15	2,122.19	3,003.25
EARLY RETIREE	1,061.15	2,122.19	3,003.25

KAISER MEDICAL TRADITIONAL (HIGH) PLAN ($20 Office Visit) (Rx $10)			
GROUP NUMBER 38320	**EMPLOYEE**	**TWO PARTY**	**FAMILY**
PLAN COST	**938.74**	**1,877.49**	**2,656.62**
FULL-TIME EMPLOYEE H RED PRIOR TO 7/1/11	0 00	0.00	0.00
CERTIFICATED FULL-TIME EMPLOYEE H RED AFTER 7/1/11	0 00	838.75	1,617.88
CLASSIFIED FULL-TIME EMPLOYEE HIRED AFTER 7/1/11	0 00	938.75	1,717.88
COBRA	938.74	1,877.49	2,656.62
EARLY RETIREE	938.74	1,877.49	2,656.62
SENIOR ADVANTAGE (W/ MEDICARE A&B)	330 08	660.16	

KAISER MEDICAL DEDUCTIBLE (LOW) PLAN ($40 Office Visit) (Rx $10/ $20/ $30)			
GROUP NUMBER 38320	**EMPLOYEE**	**TWO PARTY**	**FAMILY**
PLAN COST	**729.58**	**1,459.14**	**2,064.68**
FULL-TIME EMPLOYEE H RED PRIOR TO 7/1/11	0 00	0.00	0.00
CERTIFICATED FULL-TIME EMPLOYEE H RED AFTER 7/1/11	0 00	420.40	1,025.94
CLASSIFIED FULL-TIME EMPLOYEE HIRED AFTER 7/1/11	0 00	520.40	1,125.94
COBRA	729 58	1,459.14	2,064.68

DELTA DENTAL ACTIVE GROUP			
GROUP NUMBER	**HRS/DAY**	**ELIGIBILITY**	**MONTHLY FEE**
GROUP NUMBER **(ACTIVE)**	6.25 - 8.00	100%	101.00
GROUP NUMBER **(ACTIVE)**	4.25 - 6.24	75%	75.50
GROUP NUMBER **(ACTIVE)**	2.25 - 4.24	50%	50.00
GROUP NUMBER **(ACTIVE)**	0.00 - 2.24	25%	24.50
RETIREE AND COBRA	**EMPLOYEE**	**TWO PARTY**	**FAMILY**
GROUP NUMBER **(RETIREE)**	58 00	116.00	173.00
GROUP NUMBER **(COBRA)**	58 00	116.00	173.00

VSP VISION SERVICE PLAN ACTIVE EMPLOYEES				
GROUP NUMBER	**ELIGIBILITY Hours/ Day**	**ELIGIBILITY**	**DISTRICT CONTRIBUTE**	**EMPLOYEE CONTRIBUTE**
GROUP NUMBER **(ACTIVE)**	6.25 - 8.00	100%	13 60	0.00
GROUP NUMBER **(ACTIVE)**	4.25 - 6.24	75%	10.20	3.40
GROUP NUMBER **(ACTIVE)**	2.25 - 4.24	50%	6 80	6.80
GROUP NUMBER **(ACTIVE)**	0.00 - 2.24	25%	3.40	10.20
RETIREE AND COBRA	**EMPLOYEE**	**TWO PARTY**	**FAMILY**	
GROUP NUMBER **(RETIREE)**	13 60	13.60	13.60	13.60
GROUP NUMBER **(COBRA)**	13 60	13.60	13.60	13.60

CABRILLO UNIFIED SCHOOL DISTRICT

HEALTH BENEFIT (MONTHLY COST) SUMMARY EFFECTIVE JANUARY 1, 2025

(MONTHLY DISTRICT CONTRIBUTION OF $100.00/ Month FOR CSEA/ CUTA MEMBERS E+1 OR FAMILY HIRED AFTER JULY 1, 2011)

UNITED HEALTHCARE PPO $20 PLAN ($20 Office Visit)			
GROUP NUMBER HMO $15	**EMPLOYEE**	**TWO PARTY**	**FAMILY**
PLAN COST	**1,552.19**	**3,104.41**	**4,036.63**
FULL-T ME EMPLOYEE HIRED PRIOR TO 7/1/11	579.25	1,158.51	1,283.22
CERTIFICATED FULL-T ME EMPLOYEE HIRED AFTER 7/1/11	579.25	2,031.47	2,963.69
CLASSIFIED FULL-TIME EMPLOYEE HIRED AFTER 7/1/11	579.25	2,031.47	2,963.69
COBRA	1,552.19	3,104.41	4,036.63
EARLY RETIREE	1,552.19	3,104.41	4,036.63

UNITED HEALTHCARE HMO $15 PLAN ($15 Office Visit)			
GROUP NUMBER HMO $15	**EMPLOYEE**	**TWO PARTY**	**FAMILY**
PLAN COST	**1,282.16**	**2,650.95**	**3,773.82**
FULL-T ME EMPLOYEE HIRED PRIOR TO 7/1/11	309.22	705.05	1,020.41
CERTIFICATED FULL-T ME EMPLOYEE HIRED AFTER 7/1/11	309.22	1,578.01	2,700.88
CLASSIFIED FULL-TIME EMPLOYEE HIRED AFTER 7/1/11	309.22	1,578.01	2,700.88
COBRA	1,282.16	2,650.95	3,773.82
EARLY RETIREE	1,282.16	2,650.95	3,773.82

SUTTER HEALTH PLUS HMO $20 PLAN ($20 Office Visit)			
GROUP NUMBER HMO $20	**EMPLOYEE**	**TWO PARTY**	**FAMILY**
PLAN COST	**1,265.60**	**2,531.19**	**3,581.62**
FULL-T ME EMPLOYEE HIRED PRIOR TO 7/1/11	292.66	585.29	828.21
CERTIFICATED FULL-T ME EMPLOYEE HIRED AFTER 7/1/11	292.66	1,458.25	2,508.68
CLASSIFIED FULL-TIME EMPLOYEE HIRED AFTER 7/1/11	292.66	1,458.25	2,508.68
COBRA	1,265.60	2,531.19	3,581.62
EARLY RETIREE	1,265.60	2,531.19	3,581.62

KAISER MEDICAL TRADITIONAL (HIGH) PLAN ($20 Office Visit) (Rx $10)			
GROUP NUMBER 38320	**EMPLOYEE**	**TWO PARTY**	**FAMILY**
PLAN COST	**972.94**	**1,945.90**	**2,753.41**
FULL-T ME EMPLOYEE HIRED PRIOR TO 7/1/11	0.00	0.00	0.00
CERTIFICATED FULL-T ME EMPLOYEE HIRED AFTER 7/1/11	0.00	872.96	1,680.47
CLASSIFIED FULL-TIME EMPLOYEE HIRED AFTER 7/1/11	0.00	872.96	1,680.47
COBRA	972.94	1,945.90	2,753.41
EARLY RETIREE	972.94	1,945.90	2,753.41
SENIOR ADVANTAGE (W/ MEDICARE A&B)	351.32	702.64	

KAISER MEDICAL DEDUCTIBLE (LOW) PLAN ($40 Office Visit) (Rx $10/ $20/ $30)			
GROUP NUMBER 38320	**EMPLOYEE**	**TWO PARTY**	**FAMILY**
PLAN COST	**756.16**	**1,512.30**	**2,139.91**
FULL-T ME EMPLOYEE HIRED PRIOR TO 7/1/11	0.00	0.00	0.00
CERTIFICATED FULL-T ME EMPLOYEE HIRED AFTER 7/1/11	0.00	439.36	1,066.97
CLASSIFIED FULL-TIME EMPLOYEE HIRED AFTER 7/1/11	0.00	439.36	1,066.97
COBRA	756.16	1,512.30	2,139.91

DELTA DENTAL ACTIVE GROUP			
GROUP NUMBER	**HRS/DAY**	**ELIGIBILITY**	**MONTHLY FEE**
GROUP NUMBER **(ACTIVE)**	6 25 - 8.00	100%	101.00
GROUP NUMBER **(ACTIVE)**	4 25 - 6.24	75%	75.50
GROUP NUMBER **(ACTIVE)**	2 25 - 4.24	50%	50.00
GROUP NUMBER **(ACTIVE)**	0 00 - 2.24	25%	24.50
RETIREE AND COBRA	**EMPLOYEE**	**TWO PARTY**	**FAMILY**
GROUP NUMBER **(RETIREE)**	58.00	116.00	173.00
GROUP NUMBER **(COBRA)**	58.00	116.00	173.00

VSP VISION SERVICE PLAN ACTIVE EMPLOYEES				
GROUP NUMBER	**ELIGIBILITY Hours/ Day**	**ELIGIBILITY**	**DISTRICT CONTRIBUTE**	**EMPLOYEE CONTRIBUTE**
GROUP NUMBER **(ACTIVE)**	6 25 - 8.00	100%	13.60	0.00
GROUP NUMBER **(ACTIVE)**	4 25 - 6.24	75%	10.20	3.40
GROUP NUMBER **(ACTIVE)**	2 25 - 4.24	50%	6.80	6.80
GROUP NUMBER **(ACTIVE)**	0 00 - 2.24	25%	3.40	10.20
RETIREE AND COBRA	**EMPLOYEE**	**TWO PARTY**	**FAMILY**	
GROUP NUMBER **(RETIREE)**	13.60	13.60	13.60	13.60
GROUP NUMBER **(COBRA)**	13.60	13.60	13.60	13.60

Benefit Highlights: Delta Dental PPO ™

Effective Date: 10/1/2024

Plan Benefit Highlights for: Cabrillo Unified School District
(100% Active, 100% COBRA & P/T ER)

Group No: 20441 – 00201, 00205 & 00209

In this incentive plan, Delta Dental pays 70% of the PPO contract allowance for covered diagnostic, preventive and basic services and 70% of the PPO contract allowance for major services during the first year of eligibility. The coinsurance percentage will increase by 10% each year (to a maximum of 100%) for each enrollee if that person visits the dentist at least once during the year. If an enrollee does not use the plan during the calendar year, the percentage remains at the level attained the previous year. If an enrollee becomes ineligible for benefits and later regains eligibility, the percentage will drop back to 70%.

Eligibility	For eligibility details, refer to the plan's Evidence/Certificate of Coverage (on file with your benefits administrator, plan sponsor or employer).		
Deductibles	None		
Maximums	**Delta Dental PPO dentists:** $1,700 per person each calendar year **Non-Delta Dental PPO dentists:** $1,500 per person each calendar year		
D & P counts toward maximum?	Yes		
Waiting Period(s)	Basic Services None	Major Services None	Prosthodontics None

Benefits and Covered Services*	**Delta Dental PPO dentists****	**Non-Delta Dental PPO dentists****
Diagnostic & Preventive Services (D & P) Exams, (3) cleanings and x-rays	100 %	70 - 100 %
Basic Services Fillings, posterior composites and sealants	100 %	70 - 100 %
Endodontics (root canals) Covered Under Basic Services	100 %	70 - 100 %
Periodontics (gum treatment) Covered Under Basic Services	100 %	70 - 100 %
Oral Surgery Covered Under Basic Services	100 %	70 - 100 %
Major Services Crowns, onlays and cast restorations	100 %	70 - 100 %
Prosthodontics Bridges and dentures	50 %	50 %
Dental Accident Benefits	100 % (Separate $1,000 maximum per person each calendar year)	

* Limitations or waiting periods may apply for some benefits; some services may be excluded from your plan. Reimbursement is based on Delta Dental contract allowances and not necessarily each dentist's actual fees.

** Reimbursement is based on PPO contracted fees for PPO dentists, Premier contracted fees for Premier dentists and program allowance for non-Delta Dental dentists.

Delta Dental of California	**Customer Service**	**Claims Address**
560 Mission St., Suite 1300 San Francisco, CA 94105	866-499-3001	P.O. Box 997330 Sacramento, CA 95899-7330

deltadentalins.com

This benefit information is not intended or designed to replace or serve as the plan's Evidence of Coverage or Summary Plan Description. If you have specific questions regarding the benefits, limitations or exclusions for your plan, please consult your company's benefits representative.

HLT_PPO_INCEN_DDC (Rev. 8/16/2024)

Your VSP Vision Benefits Summary

CABRILLO USD and VSP provide you with an affordable vision plan.

PROVIDER NETWORK:
VSP Signature

vsp vision care

BENEFIT	DESCRIPTION	COPAY	FREQUENCY
Your Coverage with a VSP Provider			
WELLVISION EXAM	• Focuses on your eyes and overall wellness • Routine retinal screening	$5 for exam and glasses Up to $39	Every 12 months
ESSENTIAL MEDICAL EYE CARE	• Retinal imaging for members with diabetes covered-in-full • Additional exams and services beyond routine care to treat immediate issues from pink eye to sudden changes in vision or to monitor ongoing conditions such as dry eye, diabetic eye disease, glaucoma, and more. • Coordination with your medical coverage may apply. Ask your VSP network doctor for details.	$5 per exam	Available as needed
PRESCRIPTION GLASSES			
FRAME+	• $150 Featured Frame Brands allowance • $130 frame allowance • 20% savings on the amount over your allowance • $70 Costco frame allowance	Combined with exam	Every 24 months
LENSES	• Single vision, lined bifocal, and lined trifocal lenses • Impact-resistant lenses for dependent children	Combined with exam	Every 12 months
LENS ENHANCEMENTS	• Standard progressive lenses • Premium progressive lenses • Custom progressive lenses • Average savings of 40% on other lens enhancements	$50 $80 - $90 $120 - $160	Every 12 months
CONTACTS (INSTEAD OF GLASSES)	• $120 allowance for contacts and contact lens exam (fitting and evaluation) • 15% savings on a contact lens exam (fitting and evaluation)	$0	Every 12 months
ADDITIONAL SAVINGS	**Glasses and Sunglasses** • Discover all current eyewear offers and savings at **vsp.com/offers**. • 30% savings on unlimited additional pairs of prescription or non-prescription glasses/sunglasses, including lens enhancements, from the same VSP provider on the same day as your WellVision Exam. Or get 20% savings from a VSP provider within 12 months of your last WellVision Exam.		
	Laser Vision Correction • Average of 15% off the regular price; discounts available at contracted facilities. • After surgery, use your frame allowance (if eligible) for sunglasses from any VSP doctor		
	Exclusive Member Extras for VSP Members • Contact lens rebates, lens satisfaction guarantees, and more offers at **vsp.com/offers**. • Save up to 60% on digital hearing aids with TruHearing®. Visit **vsp.com/offers**/special-offers/hearing-aids for details. • Enjoy everyday savings on health, wellness, and more with VSP Simple Values.		

YOUR COVERAGE GOES FURTHER IN-NETWORK

With so many in-network choices, VSP makes it easy to get the most out of your benefits. You'll have access to preferred private practice, retail, and online in-network choices. Log in to **vsp.com** to find an in-network provider.

†Only available to VSP members with applicable plan benefits. Frame brands and promotions are subject to change.
‡Savings based on doctor's retail price and vary by plan and purchase selection; average savings determined after benefits are applied. Ask your VSP network doctor for more details.
+Coverage with a retail chain may be different or not apply.

VSP guarantees member satisfaction from VSP providers only. Coverage information is subject to change. In the event of a conflict between this information and your organization's contract with VSP, the terms of the contract will prevail. Based on applicable laws, benefits may vary by location. In the state of Washington, VSP Vision Care, Inc., is the legal name of the corporation through which VSP does business. TruHearing is not available directly from VSP in the states of California and Washington. Premier Edge is not available for some members in the state of Texas.

To learn about your privacy rights and how your protected health information may be used, see the VSP Notice of Privacy Practices on **vsp.com**.

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VSP, Eyeconic, and WellVision Exam are registered trademarks, and VSP LightCare and VSP Premier Edge are trademarks of Vision Service Plan. Flexon and Dragon are registered trademarks of Marchon Eyewear, Inc. All other brands or marks are the property of their respective owners. 102898 VCCM

Classification: Restricted

COBRA
Answers to Your Most Commonly Asked Questions

Q1: What is COBRA?

A 1: COBRA is an acronym for the 1986 Consolidated Omnibus Budget Reconciliation Act, which became effective August 1, 1986. This act makes two significant changes to employer group health plans.

First, it makes the employer health plan the primary coverage for active employees and their dependents, regardless of age. In the past, Medicare provided primary coverage for employees and their dependents who were covered by both parts of Medicare.

Second, COBRA requires employers with 20 or more employees to continue health benefits' coverage for "covered employees" and their dependents who, due to certain qualifying events, lose eligibility under their group health plan.

Q 2: Who is a "covered employee"?

A 2: A "covered employee" is any individual who has coverage under a group plan on the date of a qualifying event listed in #3 below. This definition also applies to a retiree or former employee who is covered by such a plan.

Q 3: What are these qualifying events?

A 3: Qualifying events for employees are:

- Separation from employment
- Reduction in work hours below half-time

Qualifying events for dependents are:

- The death of the covered employee
- Divorce
- Legal separation
- When a child is no longer a dependent of the employee

Q 4: Who is a "qualified beneficiary" under COBRA?

A 4: A "qualified beneficiary" is a covered employee, employee's spouse, or a dependent child who is covered under the group plan on the day before a qualifying event.

Q 5: How long must COBRA coverage be available to a qualified beneficiary?

A 5: The maximum coverage period is 18 months after separating from employment or reducing work hours, or 36 months for any other type of qualifying event.

Q 6: How and when is a beneficiary notified of eligibility to continue under COBRA?

A 6: In general, the employer determines when a qualifying event has occurred and notifies the employee of his or her eligibility within 14 days. However, each covered employee or qualified beneficiary is responsible for notifying the employer of such qualifying events as a legal separation or divorce, or when a child is no longer a dependent.

Q 7: What is the duration of the election period?

A 7: The election period begins on the day a beneficiary would lose coverage because of a qualifying event. It ends 60 days after that date or 60 days after the beneficiary is notified of his or her right to elect COBRA continuation, whichever is later. If an election is made, coverage under COBRA must begin on the day a beneficiary would have otherwise lost coverage. An election is considered to be made on the date it is sent to the employer.

Q 8: Can each qualified beneficiary make an independent election under COBRA?

A 8: Yes, each qualified beneficiary must be offered the opportunity to elect COBRA coverage.

Q 9: Can a qualified beneficiary who has elected COBRA add new family members?

A 9: Yes, COBRA participants enjoy the same rights as active employees in this regard. A qualified beneficiary has 60 days to add new family members. Otherwise, they may be added during an open enrollment period.

Contact the Personnel Department for more information on COBRA

Cabrillo Unified School District

Position/Personnel Action Request (PAR)

Position Information

Date: _____ **Site/Department:** _____ **Classification:**

FTE: _____ **or Hours per day:** ____ **Position Title:** _____ **Physical Work Site:** _____

Effective Date: _____ **to:** _____ **Daily Schedule:** _____ **to:** _____ **Days:** **M T W Th F**

ACTION: _____

Vacancy/Request to Fill *Replacement for:* _____ *Reason:* _____

New Position *Reason:* _____ *Funding Source:* _____

Assignment Change *From:* _____ *To:* _____ *Temporary or Permanent:* _____

Close Position _____

Comments/Justification/ Additional Information

Principal/Hiring Manager: _____ *Date:* _____

Position Control

Account Code(s)	1. ___ ___ - _____ - ___ ___ - _____ - _____ - _____ - _____ - ____ —- —- —- % 2. ___ ___ - _____ - ___ ___ - _____ - _____ - _____ - _____ - ____ —- —- —- % Total FTE _____ 3. ___ ___ - _____ - ___ ___ - _____ - _____ - _____ - _____ - ____ —- —- —- % 4. ___ ___ - _____ - ___ ___ - _____ - _____ - _____ - _____ - ____ —- —- —- %			
Position Information	PAR Reference Number	Position #	Processed by	Date
	Additional Information			
Approval: Director of Personnel		Signature		Date
Approval: Chief Business Officer		Signature		Date

Human Resources

Position Filled by: _____ **Date of Service Begins/Effective**: _____

Salary Placement: _____ **Number of Hours**: _____

☐ Employ ☐ Promotion ☐ Transfer ☐ Increase in House/FTE
☐ Substitute Long-Term ☐ Temporary Decrease/Increase in Hours/FTE
☐ Other _____

Notes:

_____ _____
Director of Personnel Date

Cabrillo Unified School District
Personnel Department

INITIAL CONFERENCE FORM

_____ _____
Bargaining Unit Member's Name Site

_____ Temp Prob I Prob 2 Perm
Assignment Other

_____ _____
Evaluator Date

EVALUATION CRITERIA – California Standards for Teaching Profession

1st Year Nontenured	2 Standards	Standards 2 and 4
2nd Year Nontenured	3 Standards	Standards 1, 3 and 5
3rd + Year Nontenured	2 Standards	1 Selected by Teacher/1 Selected by Evaluator
Permanent Teachers	2 Standards	1 Selected By Teacher/1 Selected by Evaluator

Standards to be addressed:

___ 1. Engaging and supporting all students in learning.
___ 2. Creating and maintaining effective environments for student learning.
___ 3. Understanding and organizing subject matter for student learning.
___ 4. Planning instruction and designing learning experiences for all students.
___ 5. Assessing student learning.
___ 6. Developing as a professional educator.

SPECIFIC POTENTIAL CONDITIONS TO CONSIDER

9.4.2 At the initial conference, the bargaining unit member may enumerate specific potential conditions which she/he feels should be considered by the evaluator when making the evaluation.

INITIAL CONFERENCE FORM (continued)

ELEMENTS OF FOCUS (OPTIONAL)

9.4.3 At the initial conference, one mutually-agreed upon element of focus may be written for each of the standards selected. **Additional individual elements of focus may be added by the bargaining member's immediate supervisor and/or bargaining unit member, not to exceed one each. The bargaining member shall retain the right to make written responses in relation to these additional elements of focus.**

Mutually agreed upon element of focus:

Bargaining Unit Member's element of focus:

Supervisor's element of focus:

9.4.4 Any element of focus written as per 9.4.3 above may be revised prior to March 1 by mutual consent of the bargaining unit member and the evaluator.

Evaluator's Signature Date

Employee's Signature Date

DISTRIBUTION: Personnel File; Supervisor; Teacher

California Standards for the Teaching Profession

Personal Self-Assessment Tool

NAME: _____ DATE: _____

Strengths	Standard	Areas of Growth
	1. Engaging and Supporting All Students in Learning	
	2. Creating and Maintaining Effective Environments of Student Learning	
	3. Understanding and Organizing Subject Matter for Student Learning	
	4. Planning Instruction and Designing Learning Experiences for All Students	
	5. Assessing Student Learning	
	6. Developing as a Professional Educator	

Appendix G

CABRILLO UNIFIED SCHOOL DISTRICT

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

Personnel Department

OBSERVATION OF CLASSROOM TEACHING

Bargaining Unit Member: _____Grade:_____ Subject: _____

Date: _____ Time: from _____ to _____

Academic Content Standards Addressed:

Lesson Objective(s):

Evaluator's Comments:

Bargaining Unit Member Statement (optional):

Evaluator's Signature _____ Date _____

Bargaining Unit Member's Signature _____ Date _____

6.6 Written observation summaries shall not be based on observations of less than 30 minutes. A conference will be held following any observation if requested by either the bargaining unit member or the evaluator. In all cases each written observation summary shall be signed by the bargaining unit member as acknowledgment.

Appendix H

Please attach a lesson plan at the bottom of this page

CABRILLO UNIFIED SCHOOL DISTRICT

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PERSONNEL DEPARTMENT
FINAL EVALUATION

STATEMENT OF PURPOSE

The purpose of the Cabrillo Unified School District Evaluation System is to support staff in developing and maintaining high standards of professional practice, and to:

- Acknowledge individual strengths
- Provide feedback and support
- Identify and address needs of teachers with varying levels of experience
- Encourage self-reflection
- Ensure student growth and development

Bargaining Unit Member _____ **Date** _____

School and Assignment _____

Temporary: ☐ **Probationary 0:** ☐ **Probationary I:** ☐ **Probationary II:** ☐ **Permanent:** ☐ **Other:** ☐

_____

STANDARDS EVALUATED (*'NE' in a box means this element was not evaluated.)*

Does Not Meet:	Does Not Meet Standards
Progress:	Progress Towards Standards is Evident
Meets:	Meets Standards

1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	Does Not Meet	Progress	Meets	COMMENTS
1.1. Using knowledge of students to engage them in learning				
1.2. Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests				
1.3. Connecting subject matter to meaningful, real-life contexts				
1.4. Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs				
1.5. Promoting critical thinking through inquiry, problem solving, and reflection				
1.6. Monitoring student learning and adjusting instruction while teaching				
Standard Summary				

2. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING	Does Not Meet	Progress	Meets	COMMENTS
2.1. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully				
2.2. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students				
2.3. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe				
2.4. Creating a rigorous learning environment with high expectations and appropriate support for all students				
2.5. Developing, communicating, and maintaining high standards for individual and group behavior				
2.6. Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn				
2.7. Using instructional time to optimize learning				
Standard Summary				

3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING	Does Not Meet	Progress	Meets	COMMENTS
3.1. Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks				
3.2. Applying knowledge of student development and proficiencies to ensure student understanding of subject matter				
3.3. Organizing curriculum to facilitate student understanding of the subject matter				
3.4. Utilizing instructional strategies that are appropriate to the subject matter				
3.5. Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students				
3.6. Addressing the needs of English learners and students with special needs to provide equitable access to the content				
Standard Summary				

4. PLANNING INSTRUCTION AND	Does Not	Progress	Meets	COMMENTS

DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS	Meet			
4.1. Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction				
4.2. Establishing and articulating goals for student learning				
4.3. Developing and sequencing long-term and short-term instructional plans to support student learning				
4.4. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students				
4.5. Adapting instructional plans and curricular materials to meet the assessed learning needs of all students				
Standard Summary				

5. ASSESSING STUDENTS FOR LEARNING	Does Not Meet	Progress	Meets	COMMENTS
5.1. Applying knowledge of the purposes, characteristics, and uses of different types of assessments				
5.2. Collecting and analyzing assessment data from a variety of sources to inform instruction				
5.3. Reviewing data, both individually and with colleagues, to monitor student learning				
5.4. Using assessment data to establish learning goals and to plan, differentiate, and modify instruction				
5.5. Involving all students in self-assessment, goal setting, and monitoring progress				
5.6. Using available technologies to assist in assessment, analysis, and communication of student learning				
5.7. Using assessment information to share timely and comprehensible feedback with students and their families				
Standard Summary				

6. DEVELOPING AS A PROFESSIONAL	Does Not	Progress	Meets	COMMENTS

EDUCATOR	Meet			
6.1. Reflecting on teaching practice in support of student learning				
6.2. Establishing professional goals and engaging in continuous and purposeful professional growth and development				
6.3. Collaborating with colleagues and the broader professional community to support teacher and student learning				
6.4. Working with families to support student learning				
6.5. Engaging local communities in support of the instructional program				
6.6. Managing professional responsibilities to maintain motivation and commitment to all students				
6.7. Demonstrating professional responsibility, integrity, and ethical conduct				
Standard Summary				

OVERALL EVALUATION

☐ **Meets Standards**
* Satisfactory performance at standards is evident (Overall satisfactory evaluation)

☐ **Progressing**
* Satisfactory progress toward standards is evident (Overall satisfactory evaluation)

☐ **Does Not Meet Standards**
* Two or more Elements checked "Does Not Meet Standards" (Overall unsatisfactory evaluation)

☐ Professional Practice Support Plan Received Teacher's Initials _____
(Refer to article 9.10 Professional Practice Support Plan)

Evaluator's Statement:

Bargaining Unit Member's Statement (optional):

EVALUATOR'S SIGNATURE **DATE**

BARGAINING UNIT MEMBER'S SIGNATURE **DATE**

The Bargaining Unit Member's signature means only that this document has been reviewed and received. The Bargaining Unit Member may submit any signed, written comments he/she wishes, which will be attached to this document and placed in Bargaining Unit Member's personnel file.

Cabrillo Unified School District

EVALUATION FORM
FOR
COCURRICULAR PERSONNEL

Name _____ Date _____

I. Position:

II. Areas of Deficiencies:

III. Recommendations:

IV. Employment Recommendations:

_____ Retain in position, pending satisfactory fulfillment of recommendations listed above in III.

_____ Terminate (specify reasons for action taken).

V. Evaluatee's Comments:

My signature does not necessarily signify agreement with this evaluation.

_____
Evaluator

_____
Date

_____
Evaluatee

_____
Date

Policy 1312.1: Complaints Concerning District Employees

Status: ADOPTED

Original Adopted Date: 12/11/2008 **| Last Revised Date:** 10/10/2019 **| Last Reviewed Date:** 10/10/2019

The Governing Board recognizes its accountability to the public for the quality of the district's educational program and the performance of district employees. The district shall provide a process by which a complaint submitted by any person regarding an employee can be resolved impartially, expeditiously, and with minimal disruption to district operations and the educational program.

When a concern regarding an employee is presented during a Board meeting or to an individual Board member or employee outside of a Board meeting, the complainant shall be informed of the appropriate complaint procedure.

Any complaint regarding the Superintendent shall be initially filed in writing with the Board. The Board shall consult with legal counsel or appoint an appropriate agent to conduct the investigation.

The Superintendent or designee shall determine whether a complaint against any other employee should be considered a complaint against the district and/or an individual employee, and whether it should be resolved by the district's process for complaints concerning personnel and/or other district procedures. Any complaint of child abuse or neglect alleged against a district employee shall be reported to the appropriate local agencies in accordance with law and BP 5141.4 - Child Abuse Prevention and Reporting. Any complaint alleging that an employee engaged in unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in district programs and activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. Any complaint by an employee, job applicant, volunteer, intern, or independent contractor alleging unlawful discrimination or harassment by an employee shall be filed in accordance with AR 4030 - Nondiscrimination in Employment.

Any complaint subject to this policy and the accompanying administrative regulation shall be investigated by the principal, the employee's immediate supervisor, the Superintendent or designee, legal counsel, agent of the Board, and/or other appropriate person who is not the subject of the complaint or subordinate to the employee charged in the complaint. The complainant and the employee shall have an opportunity to present information relevant to the complaint.

A complaint that is filed anonymously may be investigated by the Superintendent or designee depending on the specificity and reliability of the information.

If a complainant requests confidentiality, the Superintendent or designee shall inform the complainant that the request may limit the district's ability to investigate the employee's conduct or take other necessary action. However, the Superintendent or designee shall take all reasonable steps to investigate and resolve the complaint without divulging the complainant's identity.

The Board prohibits retaliation against complainants.

Appeals

If either the complainant or the employee submits an appeal of the Superintendent's decision to the Board, the Board shall determine whether to uphold the Superintendent's decision without hearing the complaint, appoint an appeals committee to advise the Board, or hear the appeal itself.

If the Board decides to hear the complaint, the matter shall be addressed in closed session in accordance with Government Code 54957 unless the employee requests that it be heard in open session. The Board shall review the original complaint and additional information provided by the Superintendent or designee regarding the steps taken to resolve the issue.

The Board's decision shall be final.

Policy 1312.2: Complaints Concerning Instructional Materials

Status: ADOPTED

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

The Governing Board uses a comprehensive process to adopt district instructional materials that is based on selection criteria established by law and Board policy and includes opportunities for the involvement of parents/guardians and community members. Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be properly and fairly considered using established complaint procedures.

Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their child's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the administrative regulation.

The district shall accept complaints concerning instructional materials only from staff, district residents, or the parents/guardians of children enrolled in a district school.

When deliberating upon challenged materials, the Superintendent and/or review committee shall consider the educational philosophy of the district, the professional opinions of teachers of the subject and of other competent authorities, reviews of the materials by reputable bodies, the teacher's stated objectives in using the materials, community standards, and the objections of the complainant.

Complainants are encouraged to accept the Superintendent's or review committee's decision. However, if the complainant finds that decision unsatisfactory, he/she may appeal the decision to the Board.

The district's decision shall be based on educational suitability of the materials and the criteria established in Board policy and administrative regulation.

When any challenged instructional material is reviewed by the district, it shall not be subject to further reconsideration for 12 months, unless the Superintendent determines that reconsideration is warranted.

Complaints related to sufficiency of textbooks or instructional materials shall be resolved pursuant to the district's Williams uniform complaint procedure at AR 1312.4.

Tentative Agreement Between Cabrillo Unified School District and Cabrillo Unified Teachers Association

Site Leadership Team By-laws Appendix M

1. The role of the Site Leadership Team is to advocate for the staff on issues dealing with school climate. This will be accomplished by discussions with the staff to help develop programs, ideas, etc. dealing with these issues. The Site Leadership Team will communicate their ideas to the staff, generate staff buy-in through discussion and feedback and roll out agreed upon programs. At elementary sites, the Site Leadership Team will also deal with academic issues in the same manner and will also work with staff, CUTA representation and site administration to develop and support implementation of the activities set forth in the site collaboration calendar and the staff development yearly calendar. At the middle school and the high school academic issues and the collaboration/staff development yearly calendar will be the responsibility of the department chairs/academic council, CUTA representation and site administration.

2. Site Leadership teams shall be voted upon by the staff by the end of the third student instructional week of the school year. All members will serve a renewable one-year term. Staff will be notified at a staff meeting and via email before the voting takes place. Voting shall be by secret ballot. Votes will be counted by CUTA site representatives and the site principal. The candidates receiving the most votes for certificated and classified staff will become the members of the Site Leadership Team. Certificated membership on a Site Leadership team is a stipend position on Column A of the Cocurricular and Special Assignment Salary Schedule (see Appendix B to the negotiated Agreement).

3. Site Leadership Teams shall be comprised of the following:
   - HMBHS: Eight teachers plus one classified staff member
   - Cunha: Eight teachers plus one classified staff member
   - Hatch, Farallone View, and El Granada: Six teachers (grade level teams shall vote for their grade level representative) plus one classified staff member
   - Kings Mountain and Pilarcitos High School: The staff will work collaboratively to determine the composition of the Site Leadership Team.

   If there is an insufficient number of teachers/staff members volunteering to meet the foregoing, the Site Leadership Team shall be comprised of those who are selected.

4. The siteprincipal shall be a permanent member of the Site Leadership Team. The site principal shall also be the Recorder, who will be the official note taker, and will ensure that the minutes of the meeting are reported to all Site Leadership Team members within 5 school days of the time of the meeting and to the rest of the staff in a timely manner.

5. The Chairperson of the Site Leadership Team will be selected by the Site Leadership Team at the first meeting of the academic year. The Chairperson will facilitate the meetings and create an agenda based on previous meetings and input from the staff; the agenda shall be distributed prior to the meeting it describes. The Chairperson will have an opportunity to present a Site Leadership Team report at each staff meeting.

Dated: 6/1/2015
For CUSD:

[redacted]

Dated: 6/1/2015
For CUTA:

[redacted]

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between the Cabrillo Unified School District ("District") and Cabrillo Unified Teachers' Association ("CUTA") (collectively, "Parties").

For the Parties' reopener negotiations for the 2022-23 school year, the Parties are negotiating changes to Article 12, "Teaching Hours," of their collective bargaining agreement ("CBA"). At their most recent bargaining session, on or about April 28, 2023, the Parties negotiated mutually-agreeable language modifying some provisions of Article 12. One such provision in which the Parties have reached agreement relates to Half Moon Bay High School's ("HMBHS") collaboration time. Because the provision may impact HMBHS's collaboration time schedule for the 2023-24 school year, the Parties agree to enter into this MOU for the limited purpose of implementing said provision, with the understanding that the Parties will resume bargaining the remaining and unresolved provisions of Article 12 in SY 2023-24.

Therefore, the Parties hereby agree to the following:

1. The Parties agree to replace Article 12, sections 12.8.3.2; 12.8.3.2.1, and 12.8.3.2.2, of the Parties CBA with the following language:

> 12.8.3.2 For Half Moon Bay High School, collaboration time shall occur four (4) or five (5) times per month. Undesignated and Designated (Subject Area) collaboration time shall be balanced over the course of the school year. Up to nine (9) designated collaboration times may be used for staff meetings.
>
> Designated collaboration time at Half Moon Bay High School is used for teachers to work together in subject areas and/or on school-based initiatives such as, but not limited to, curriculum implementation, instructional strategy implementation, review of assessment data, and school-wide climate initiatives.

2. The Parties agree to incorporate the mutually-agreed upon language as set forth in Paragraph 1, above, into any Tentative Agreement that is reached between the Parties resolving 2022-23 reopener negotiations on Article 12, "Teaching Hours."

3. The Parties agree to reconvene ~~as soon as practicable to continue bargaining in good faith the remaining and unresolved provisions of Article 12, Teaching Hours,"~~ in the 2023-24 school year to negotiate Article 12 as part of reopener negotiations.

4. This MOU is entered into voluntarily, is final and binding on the Parties, and satisfies the District's duty to negotiate the matters described herein.

5. By signing below, the Parties warrant that they are authorized to execute this MOU on behalf of their principals.

Dated this 19 day of ~~May~~ October, 2023.

CABRILLO UNIFIED SCHOOL DISTRICT	CABRILLO UNIFIED TEACHERS' ASSOCIATION
[redacted]	[redacted]

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: CUSD Enrollment Report

BACKGROUND INFORMATION

School district funding is directly related to the number and type of students each district serves. Under the Local Control Funding Formula (LCFF) funding mechanism, funding targets are based on student characteristics and overall enrollment. The LCFF funding targets consist of grade span-specific base grants plus supplemental and concentration grants calculated based on student demographic factors. The chart presented depicts the CUSD enrollment and is provided for information purposes only.

REPORT/PROPOSAL

2024-25 Enrollment Report Period 11.

FISCAL ANALYSIS

Enrollment data is entered into the LCFF calculator for funding purposes.

RECOMMENDATION

Receive the CUSD Enrollment Report as submitted.

Prepared by: *Holly Lynne*

CABRILLO UNIFIED SCHOOL DISTRICT
2024-2025 SCHOOL YEAR
ENROLLMENT REPORT

School Month No. **11** **Date:** **6/5/2025**

Grade	El Granada	Farallone View	Hatch	Kings Mountain	Cunha	Half Moon Bay High	Pilarcitos	Home & Independent Study	TOTALS
TK	31	24	48	7	-	-	-	0	110
K	49	21	65	6	-	-	-	0	141
1	55	25	91	11	-	-	-	0	182
2	50	25	97	8	-	-	-	0	180
3	42	24	84	11	-	-	-	0	161
4	52	32	86	2	-	-	-	0	172
5	47	22	77	3	-	-	-	0	149
6	-		-	-	170	-	-	1	171
7	-	-	-	-	158	-	-	0	158
8	-	-	-	-	189	-	-	0	189
9	-	-	-	-	-	217	0	1	218
10	-	-	-	-	-	195	8	4	207
11	-	-	-	-	-	238	12	9	259
12	-	-	-	-	-	223	17	10	250
TOTAL ENROLLMENT	**326**	**173**	**548**	**48**	**517**	**873**	**37**	**25**	**2547**
Total Enrollment as of 6/14/2024	340	155	549	44	548	960	40	16	2652
Difference between 6/14/2024 Total Enrollment and 6/05/2025 Total Enrollment	**-14**	**18**	**-1**	**4**	**-31**	**-87**	**-3**	**9**	**-105**
Total Enrollment as of 5/30/2025	327	175	550	47	522	877	37	25	2560
Difference between 5/30/2025 Total Enrollment and 6/05/2025 Total Enrollment	**-1**	**-2**	**-2**	**1**	**-5**	**-4**	**0**	**0**	**-13**

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
Stig Lynne, Technology Director
CATEGORY: Consent/Action
ITEM TITLE: Approval of Districtwide Phone Services Agreement with 101VOICE

BACKGROUND INFORMATION

For the past five years, Cabrillo has utilized RingCentral for its district-wide phone services. With the current contract set to expire in November, the district initiated a review of its communication systems to ensure continued efficiency, reliability, and cost-effectiveness.

Among the vendors evaluated, 101VOICE stood out for its competitive pricing and strong reputation for serving government agencies and educational institutions. Following a comprehensive review, 101VOICE was identified as the most cost-effective option. In addition to substantial cost savings, their proposal includes a built-in backup communication system designed to maintain connectivity during internet outages, a critical feature for ensuring uninterrupted district operations.

REPORT/PROPOSAL

The Technology Department recommends that the Board of Trustees approve entering into a service agreement with 101VOICE for district-wide phone services. This partnership will:

- Reduce annual communication costs
- Improve reliability through a backup solution

FISCAL ANALYSIS

The agreement includes a one-time implementation cost of $11,310 and a monthly recurring cost of $6,023.28. Funding for this expenditure will be provided through the General Fund – Technology Services budget.

101Voice will reduce yearly phone service cost by approximately $14.000. Over the five-year contract period this transition is projected to save the district a total of $70,000.

RECOMMENDATION

Staff recommends approval of the phone service agreement with 101Voice.

Prepared by: *Holly Lynne*

101VOICE™
RELIABLE BUSINESS COMMUNICATION

3300 Central Expressway,
Santa Clara, CA, 95051



Quote Details

Account Number: SR35102
Quote Number: OR76404 Rev.3
Quote Issue Date: 05/08/2025
Quote Expiration Date: 06/24/2025
Contract Term: 60 Months
Payment Method: Check

Prepared By: Megha Ravi
MeghaR@itmcx.com
() -

Customer Details

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

Contact: Stig Lynne
() -
lynnes@cabrillo.k12.ca.us

Quote Summary

One-Time Charges	
One-Time Charge	$14,910.00
Discounts	($3,600.00)
Your One-Time Charges	$11,310.00
Estimated Taxes	$0.00
Total One-Time Charge	$11,310.00

Monthly Charges	
Monthly Charge	$10,463.00
Discounts	($5,237.50)
Your Monthly Charges	$5,225.50
Estimated Taxes	$797.78
Total Monthly Charge	$6,023.28

Additional Comments

Quote Details

Cabrillo Unified School District [SR35102]

Location: 498 Kelly Avenue, Half Moon Bay, CA 94019

One Time Charges

Product Detail	Qty	List	Discount	Unit Price	Total
Site License Subscription with Site Survivability via VBE40 & LTE Setup *PN: SSVNTG-GEH-VBE40-SS-1S1G-OT*	5	$1,200.00	($450.00)	$750.00	$3,750.00
Site License Subscription with Site Survivability via VBE40 & Satellite Setup *PN: SSVNTG-GEH-VBE40-SS-1S1G-STL-OT*	3	$1,200.00	($450.00)	$750.00	$2,250.00
UCaaS Subscription Setup & Provisioning *PN: SSVNTG-GEH-ME-OT*	354	$15.00	($0.00)	$15.00	$5,310.00
Total One Time Charge					$11,310.00

Monthly Charges

Service Detail	Qty	List	Discount	Unit Price	Total
101VOICE Mobile/Desktop Softphone Application *PN: VNTG-DMA-SP*	280	$10.00	($8.00)	$2.00	$560.00
HAAS Lease: 101VOICE IP730G *PN: VNTG-HAAS-IP730G*	223	$6.00	($4.00)	$2.00	$446.00
HaaS Lease: 101VOICE IP862G *PN: VNTG-HAAS-IP862G*	123	$10.00	($7.50)	$2.50	$307.50
Entitlement License *PN: ENTLVNTG-GOVED-ME*	35	$0.00	($0.00)	$0.00	$0.00
Site License Subscription w/ SS via VBE40 & LTE *PN: SSVNTG-GEH-VBE40-SS-1S1G*	5	$185.00	($65.00)	$120.00	$600.00
Site License Subscription with Site Survivability via VBE40 & Satellite *PN: SSVNTG-GEH-VBE40-SS-1S1G-STL*	3	$210.00	($50.00)	$160.00	$480.00
UCaaS Subscription for Medium-Enterprise User *PN: UCVNTG-GEH-ME*	354	$10.00	($2.00)	$8.00	$2,832.00
Total Monthly Charge					$5,225.50

Quote Breakdown

Taxes, Surcharges, & Fees Summary

Charges	Amount
FEDERAL COST RECOVERY CHARGE	$0.24
FEDERAL COST RECOVERY FEE	$30.41
CA EMERG TEL. USERS SURCHARGE	$145.14
FEDERAL UNIVERSAL SERVICE FUND	$136.74
CA 988 SURCHARGE	$28.32
CA PUBLIC PURPOSE PROGRAM FEE	$318.60
CARRIER RECOVERY FEE	$63.91
LOCAL SALES TAX	$7.54
COUNTY SALES TAX	$1.89
DISTRICT TAX (SMCT) (SMTA) (SMGT)(JPBT)	$16.01
STATE SALES TAX	$45.21
CITY SALES TAX	$3.77
Total Charges	**$797.78**

Location Based Charge Summary

Site Address	One Time Charge	One Time Tax	Monthly Charge	Monthly Tax	Total
Cabrillo Unified School District [SR35102] **498 Kelly Avenue, Half Moon Bay, CA 94019**	**$11,310.00**	**$0.00**	**$5,225.50**	**$797.78**	**$17,333.28**
	$11,310.00	**$0.00**	**$5,225.50**	**$797.78**	**$17,333.28**

Review and Acceptance

By signing this Quote, you acknowledge and agree to the financial obligations stated herein and accept the terms and conditions along with applicable policies, including the 911 policy, available at www.101VOICE.com/legal

Provider: 101VOICE

Signature & Date:

Print Name: _____

Title: _____

Company Name: _____

Signature & Date:

Print Name: _____

Title: _____

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 26, 2025
TO: Members of the Governing Board
FROM: Dr. Ramon Miramontes, Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Approval of Governing Board Meeting Minutes

BACKGROUND INFORMATION

The Governing Board routinely reviews and approves minutes from all Regular and Special meetings to ensure accurate record-keeping.

REPORT/PROPOSAL

Included in this board packet are the unadopted minutes for the Governing Board's consideration:

Regular Board Meeting – May 15, 2025

FISCAL ANALYSIS

There is no impact to the General Fund with the approval of the meeting minutes.

RECOMMENDATION

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

Prepared by: *Rosibel Acosta, Administrative Assistant to the Superintendent*

Regular Governing Board Meeting

Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Thursday, May 15, 2025 at 5:00 PM

Cunha Intermediate School Library Room, 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 ITEMS - 5:00 PM

President Daniel called the meeting to order at 5:00 p.m.

1.1 Call Public Session to Order

1.2 Roll Call / Quorum

A quorum of the Board was present.

Board Members Present:

- Carmen Daniel, President
- Lizet Cortes, Vice President
- Peter Cerneka, Clerk - arrived at 5:04 p.m.
- Breanna Lafontaine, Member
- Mary Beth Alexander, Member
- Jaime Bikle, Half Moon Bay High School, Student Board Member - arrived at 6:00 p.m.

Administrators Present:

- Dr. Ramon Miramontes, Interim Superintendent
- Jennifer Marsh, Chief Business Officer

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- Dr. Leticia Bhatia, Deputy Superintendent
- Bianca Forrester, Associate Superintendent

1.3 Pledge of Allegiance

Dr. Miramontes led the Pledge of Allegiance.

1.4 Approval of the Agenda

Dr. Miramontes requested an amendment to the agenda by moving Items 6j and 6k from the Consent Agenda to the General Business section.

A motion was made to approve the agenda as amended.

Moved by: Mary Beth Alexander
Seconded by: Lizet Cortes

Aye	Mary Beth Alexander, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 4-0

Absences:

Pete Cerneka, Clerk - arrived at 5:04 p.m.
Jamie Bikle, Half Moon Bay High School Student Board Member - arrived at 6:00 p.m.
Martin Juarez, Pilarcitos High School Student Board Member

2. CLOSED SESSION

2.1 Identification of Closed Session Topics of Discussion

2.2 Public Comments on Closed Session Items

None.

2.3 Adjourn to Closed Session

1. **PUBLIC EMPLOYEE APPOINTMENT** (Government Code §54957)
   Title: Superintendent
2. **CONFERENCE WITH LABOR NEGOTIATORS** (Government Code §54957.6)
   District-Designated Representatives: Bianca

Forrester, Associate Superintendent of Human Resources and Student Services, and Jennifer Marsh, Chief Business Officer
Unrepresented Employee: Superintendent

2.4 Adjourn Closed Session and Reconvene Open Session

2.5 Report Action Taken in Closed Session

President Daniel reported the following:

Government Code section 54953(c)(3) requires that, before taking final action, the Board must orally report a summary of the recommendation regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits of local agency executives.

Item 4g pertains to the final action by the Board on the recommendation to approve the Employment Agreement for Dr. Ramon Miramontes as Superintendent.

The recommended annual salary is $265,423.40, and an annual health benefits allowance not to exceed the District's contribution to the Kaiser High plan as other certificated employees. Additional compensation details are outlined in the Agreement.

3. SPOTLIGHT THE COASTSIDE WAY! - 6:03 PM

3.1 Celebrating Our Success

1. **Community Engagement**
    a. Honoring Farallone View PTO

The Governing Board recognized Farallone View PTO members, Angela Eckberg, Christy Gillis, and Sarah Neil, for their outstanding contributions to the Farallone View Elementary School community and their active participation in districtwide engagement efforts.

2. **Farallone View Elementary School**
    a. Recognizing Family Engagement Night Student Volunteer

The Governing Board recognized Farallone View fifth-grade student Ellie MacGregor for volunteering at three family engagement nights and exemplifying kindness

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and helpfulness.

3.2 Farallone View Presentation

Supporting Documents/Attachments:

1. Farallone View Presentation 05.15.2025.pdf
   Farallone View Principal Amy McVicker presented an overview of the school, highlighting enrollment growth, CAASPP and Dashboard data, a decline in chronic absenteeism, and recent PBIS recognition. She also shared updates on campus modernization and special events such as Continent Day and the fall festival.

The Board received one(1) comment on this agenda topic during the in-person comment section:

Kristi Gillis, PTO Co-President and parent, expressed appreciation for the Farallone View staff's dedication and care, and acknowledged the positive experiences of students and the support from district leadership.

3.3 Student Board Members Report

1. Half Moon Bay High School Student Board Member ***Student Board Member Bikle*** shared updates from Half Moon Bay High School.
   Board Member Alexander thanked Student Board Member Jamie for her service, noting that a gift from the Board is forthcoming.
2. Pilarcitos High School Student Board Member Absent.

4. GENERAL BUSINESS

4.1 Quattrocchi Kwok Architects (QKA) Facilities Master Plan Update (Presentation)

Supporting Documents/Attachments:

1. Facilities Master Plan HMBHS Update Slide Presentation 05.15.2025.pdf

QKA Architects Aaron Jobson and Lyanne Schuste provided an update on the Half Moon Bay High School Facilities Master Plan, highlighting planning progress, key needs, community input, and the upcoming timeline for Board review and

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approval.

4.2 Approval of Updated Certificated, Classified, and Management/Unrepresented Employee Salary Schedules

Supporting Documents/Attachments:

1. 2024-25 Certificated Salary Schedule with 5%.pdf
2. 2024-25 Classified Salary Schedule 5% increase.pdf
3. 2024-25 Management-Unrepresented Salary Schedule_May 15 .pdf

A motion was made to approve Item 4b as presented.

Moved by: Breanna Lafontaine

Seconded by: Lizet Cortes

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Vote:

Student Board Member Bikle voted aye.

Absences:

Martin Juarez, Pilarcitos High School Student Board Member.

4.3 Cabrillo USD Fiscal Year 2024-25 Disclosure Collective Bargaining (Action)

Supporting Documents/Attachments:

1. 2425 CUTA Disclosure - Collective Bargaining
2. 2425 CSEA Disclosure - Collective Bargaining
3. 2425 Management Disclosure - Collective Bargaining

A motion was made to approve Item 4c as presented.

Moved by: Breanna Lafontaine

Seconded by: Lizet Cortes

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

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Passed 5-0

Preferential Vote:
Student Board Member Bikle voted aye.

Absences:
Martin Juarez, Pilarcitos High School Student Board Member.

4.4 Adoption of Resolution 17-2025, Non-Reemployment of Classified Employees (Action)

Supporting Documents/Attachments:

Resolution 17-2025, Non-reemployment of Classified Employees.pdf

A motion was made to approve Resolution 17-2025 as presented.

Moved by: Lizet Cortes
Seconded by: Peter Cerneka

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Vote:
Student Board Member Bikle voted aye.

Absences:
Martin Juarez, Pilarcitos High School Student Board Member.

4.5 Approval of Resolution 18-2025, Amending Bylaws for the Bond & Parcel Tax Citizens' Oversight Committee.docx
Approval of Resolution 18-2025, Amending Bylaws for the Bond & Parcel Tax Citizens' Oversight Committee

Supporting Documents/Attachments:

1. Resolution 18-2025, Amending Bylaws for the Bond & Parcel Tax Citizens' Oversight Committee
2. Cabrillo USD Citizens' Oversight Committee Bylaws

A motion was made to approve Resolution 18-2025 as presented.

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Moved by: Lizet Cortes
Seconded by: Mary Beth Alexander

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Vote:
Student Board Member Bikle voted aye.
Absences:
Martin Juarez, Pilarcitos High School Student Board Member.

4.6 Approval of El Granada Phase 2 Guaranteed Maximum Price (GMP)

Supporting Documents/Attachments:

1. El Granada Phase 2 GMP Pricing

A motion was made to approve Item 4f as presented.

Moved by: Peter Cerneka
Seconded by: Breanna Lafontaine

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Vote:
Student Board Member Bikle voted aye.
Absences:
Martin Juarez, Pilarcitos High School Student Board Member.

4.7 Approval of Superintendent Contract (Action)

Supporting Documents/Attachments:

1. 2025-28 Superintendent Contract Miramontes.pdf

The Board received one (1) comment on this agenda topic via

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the Google Public Comment Request form. For access, please refer to the link provided below:

https://drive.google.com/file/d/1VT94zXLbIiHrk4V702U6zPMuMoTFa60O/view

A motion was made to approve Item 4g as presented.

Moved by: Lizet Cortes

Seconded by: Peter Cerneka

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Vote:

Student Board Member Bikle voted aye.

Absences:

Martin Juarez, Pilarcitos High School Student Board Member.

6.10 Approval of Vanir Contract for Field Turf Replacement Projects (Action) - MOVED

Supporting Documents/Attachments:

1. Vanir PM Services for Sports Field Replacement Projects

Note: Item 6j was moved from the Consent Agenda for separate discussion during the approval of the agenda.

A motion was made to approve Item 6j with an amendment allowing flexibility to use either Fund 40 or bond funds.

Moved by: Peter Cerneka

Seconded by: Breanna Lafontaine

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Vote:

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Student Board Member Bikle voted aye.

Absences:
Martin Juarez, Pilarcitos High School Student Board Member.

6.11 Approval of Contract with AstroTurf for Cunha Middle School Soccer Field & HMBHS Baseball Field Turf Replacement Project (Action) - MOVED

Supporting Documents/Attachments:

1. AstroTurf Cunha and HMBHS Synth. Turf Replacements Sourewell Proposal
2. Contract (Attachment will be uploaded by Monday, May 12, 2025, or made available at the meeting.)

Note: Item 6k was moved from the Consent Agenda for separate discussion during the approval of the agenda.

A motion was made to approve Item 6k with an amendment allowing flexibility to use either Fund 40 or bond funds.

Moved by: Breanna Lafontaine
Seconded by: Lizet Cortes

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Vote:
Student Board Member Bikle voted aye.

Absences:
Martin Juarez, Pilarcitos High School Student Board Member.

At 7:09 p.m., a motion was made to take a 5-minute recess.

Moved by: Mary Beth Alexander
Seconded by: Carmen Daniel

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

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Passed 5-0

Preferential Vote:
Student Board Member Bikle voted aye.

Absences:
Martin Juarez, Pilarcitos High School Student Board Member.

President Daniel reconvened the meeting at 7:15 p.m.

5. COMMUNICATIONS

5.1 Public Comments on Nonagenda or Consent Items

The Board received ten (10) requests for comments on non-agenda topics or Consent Items during the in-person public comment session:

Violet Holtz described how the agriculture and FFA program supported student development in leadership and confidence. Encouraged continued support for the program and the opportunities it provides.

Bridget Jett raised concerns about the removal of Ag. Earth Science from the agriculture pathway, citing potential impacts on student access. Requested a pause in implementation and a meeting with administrators.

Richard Holtz commented on the value of the agriculture program in supporting student growth. Encouraged reconsideration of recent changes and suggested increased dialogue with the school community.

Deborah Pierce supported swim lessons as a beneficial life skill and encouraged collaboration with Coastside Aquatics to help expand access for students.

Ann Mori reported that the swim program is prepared to begin but is unable to proceed due to insurance requirements. Requested that the Board reconsider the policy to allow continuation.

Amy Farcos shared her family's experience with the swim program, noting observed progress and supervision. Encouraged efforts to support and maintain the program.

Jordana Gulino expressed support for the swim program and

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asked the Board to consider long-term solutions to sustain it.

Beth McAnerney discussed community use of the school pool and the role of the swim program in student and public safety. Spoke in support of the program's continuation.

Jay Katz commented on the structure and accessibility of the swim program. Requested that administrative requirements be reviewed to support continued access.

Laura Katz spoke about the swim program's impact on students and adults. Encouraged minimizing barriers to help continue program operations.

5.2 Employee Organizations Report

1. Cabrillo Unified Teachers Association (CUTA) Representatives
   CUTA representative Christina Yeakley shared comments regarding communication improvements, agenda placement of public and labor comments, and the need to revise the salary schedule to support recruitment and retention.
2. California School Employee Association (CSEA) Representatives
   CSEA representative Paul Harrison thanked the Board for approving the 5% wage increase, acknowledged recent staff promotions, and noted ongoing concerns with classified salary levels relative to the local minimum wage.

6. 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 motion was made to approve the Consent Agenda as amended.

Moved by: Mary Beth Alexander

Seconded by: Lizet Cortes

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Vote:
Student Board Member Bikle voted aye.

Absences:
Martin Juarez, Pilarcitos High School Student Board Member.

6.1 Ratification of Half Moon Bay High Future Farmers of America to San Luis Obispo, California, May 1-3, 2025.docx
Ratification of Half Moon Bay High Future Farmers of America to San Luis Obispo, California, May 1–3, 2025

6.2 Approval of Certificated Personnel Report

6.3 Approval of Classified Personnel Report - Revised

6.4 Approval of the Tentative Agreement between the Cabrillo Unified School District and the Cabrillo Unified Teachers Association

Supporting Documents/Attachments:

1. CUSD and CUTA Tentative Agreement April 9, 2025.pdf

6.5 CUTA Initial Proposals for Reopener Negotiations 2025-2026

Supporting Documents/Attachments:

1. May 2025 CUTA Sunshine Letter.pdf

6.6 Enrollment Report

Supporting Documents/Attachments:

1. 2024-25 Enrollment Report Period 9.pdf

6.7 Approval of Donations to Cabrillo Unified School District

Supporting Documents/Attachments:

1. Summary Site Donations 05.15.2025

6.8 Information on Warrant Register Report Processed

Supporting Documents/Attachments:

1. 040125-043025 Warrant Register

6.9 Renewal of the Ricoh Copier Lease Agreement

Supporting Documents/Attachments:

1. Renewal Lease Agreement with Ricoh

6.12 Authorization to Liquidate Surplus Furniture at Farallone View Elementary and El Granada Elementary School Phase 2.docx

Authorization to Liquidate Surplus Furniture at Farallone View Elementary & El Granada Elementary School

6.13 Approval of Bond & Parcel Tax Oversight Committee Members

6.14 Approval of El Granada Phase 2 DSA Inspector of Record (IOR) Services

Supporting Document/Attachments:

1. CIS, Inc. El Granada Modernization PH2 Inspection Proposal
2. DSA School Insp Phase 2 of EG Campus Modernization Proposal

6.15 Approval of Governing Board Policy Updates as Recommended by the California School Boards Association and CUSD Staff

Supporting Documents/Attachments:

Policy Guidesheet.pdf

1. 0460 BP Local Control And Accountability Plan_1222_1223_DRAFT.pdf
2. 0470 BP COVID-19 Mitigation Plan 220310_DELETE.pdf
3. 0520 BP Intervention In Underperforming Schools_1223_DRAFT.pdf
4. 1113 BP District And School Websites_0623_DRAFT.pdf
5. 1312.2 BP Complaints Concerning Instructional

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Materials_1023_DRAFT.pdf
6. 5126 BP Awards For Achievement_0324_DRAFT.pdf
7. 5141.21 BP Administering Medication And Monitoring Health Conditions_0324_DRAFT.pdf
8. 5141.5 BP Mental Health_0623_DRAFT.pdf
9. 5141.6 BP School Health Services_0623_DRAFT.pdf
10. 6120 BP Response To Instruction And Intervention 0921_NEW.pdf
11. 6141.2 BP Recognition Of Religious Beliefs And Customs_0324_DRAFT.pdf
12. 6142.5 BP Environmental Education_0621_DRAFT.pdf
13. 6142.8 BP Comprehensive Health Education_1223_DRAFT.pdf
14. 6143 BP Courses Of Study_1221_1023_DRAFT.pdf
15. 6146.1 BP High School Graduation Requirements_1022_1223_DRAFT.pdf
16. 6146.4 BP Differential Graduation And Competency Standards For Students With Disabilities_1223_DRAFT.pdf
17. 6159.2 BP Nonpublic Nonsectarian School And Agency Services For Special Education_0623_DRAFT.pdf
18. 6161.1 BP Selection And Evaluation Of Instructional Materials_1023_DRAFT.pdf
19. 6161.11 BP Supplementary Instructional Materials_1023_DRAFT.pdf
20. 6162.5 BP Student Assessment_0923_DRAFT.pdf
21. 6163.1 BP Library Media Centers_1023_DRAFT.pdf
22. 6173.4 BP Education For American Indian Students_0623_NEW.pdf
23. 6174 BP Education For English Learners_06263_DRAFT.pdf
24. 6177 BP Summer Learning Programs_0323_DRAFT.pdf
25. 6178 BP Career Technical Education_1022_DRAFT.pdf

7. GOVERNING BOARD REPORTS

a. Board Members

Member Breanna Lafontaine reported attending multiple

school events, including the Cunha band performance, El Granada Open House, and a local student art exhibit. Highlighted student growth in music, efforts to introduce reusable utensils, and community success through Coastside Gives. Praised the quality and impact of district art and enrichment programs.

President Carmen Daniel reported attending the spaghetti feed, band performance, and FFA dinner and expressed appreciation for recent community events.

Clerk Peter Cerneka commented on the FFA dinner, noting strong student leadership and family involvement. Reflected on the value of accessible swim programs and community safety. Expressed support for finding collaborative solutions, while also acknowledging the complexity of district responsibilities and the importance of trusting staff in navigating challenges.

Member Mary Beth Alexander provided updates on upcoming school funding and policy events, including county and CSBA meetings. Highlighted legislative advocacy efforts and budget workshops. Noted plans to attend the CSBA Delegate Assembly, praised teachers and staff, and thanked the Superintendent's Office for their ongoing work on board policies and updates.

Vice President Lizet Cortes congratulated FFA student leaders and commended the program's impact. Reflected on the recent FFA awards night, highlighting strong community and family engagement. Emphasized the importance of recognizing student leadership and the program's role in building pride and connection among participants and their families.

7.2 Superintendent Report

Superintendent Dr. Ramon Miramontes reported attending the Cunha band concert and FFA banquet, visiting school sites, and meeting with principals. Acknowledged May recognitions, site events, and the importance of partnerships. Noted appreciation for staff, lighting improvements at El Granada, and a water leak at Los Listos requiring cancellation of after-school programming

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8. CLOSING ITEMS

8.1 Adjournment of the Meeting

A motion was made to adjourn the March 20, 2025, Regular Meeting at 8:16 p.m.

Moved by: Breanna Lafontaine
Seconded by: Lizet Cortes

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Vote:
Student Board Member Bikle voted aye.

Absences:
Martin Juarez, Pilarcitos High School Student Board Member.

Minutes prepared by Rosie Acosta, Administrative Assistant to the Superintendent.

Peter Cerneka, Clerk

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