Regular Governing Board Meeting

CABRILLO UNIFIED SCHOOL DISTRICT

Published on Friday, January 16, 2026 | Revised on Friday, January 23, 2026

Date and Time
Thursday, January 22, 2026, at 6:00 p.m.

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 Translationhttps://drive.google.com/file/d/19W6KQij7eOkilltDwvmaHyJLlgSfk7KU/view?usp=sharing

ACCESSIBILITY
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.

PUBLIC ACCESS TO DOCUMENTS
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 **12:00 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.

PUBLIC COMMENT OPPORTUNITIES

Members of the public may address the Governing Board at the following times during the meeting:

- **Agenda Items**
  Comments may be made after the staff presentation for each agenda item.
- **Non-Agenda Items**
  Comments on matters not listed on the agenda may be made during "Public Comments on Non-Agenda or Consent Items" under the Communications section.
- **Closed Session Items**
  Comments may be made during Public Comments on Closed Session Topics.

Pursuant to Education Code 49061 and 49073.2, students and parents/guardians have the option to request that directory information or personal information of the student or parent/guardian be excluded from the minutes. Such requests must be made in writing to the secretary or clerk of the Board.

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.

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. **Community Engagement**
    a. Honoring Board Members on School Board Recognition Month
    b. Honoring Cunha Intermediate School's PTO Board for their hard work and dedication to making Cunha Intermediate a welcoming and thriving school community: Kendra Holland, President; Julia McPherson, Secretary; Megan Wilson, Treasurer; Amber Stariha, Financial Secretary; Angela Ekberg, Communications Manager/Webmaster; and Kayla Piccard-Martinez, Hospitality Coordinator.
2. **Cunha Intermediate School**
    a. Recognizing Cunha Intermediate School Cross Country A-Team Coaches for their unwavering dedication and commitment to student-athletes through extensive practice and preparation: Kurt Murray, Justin Jue, and Nicole Galle- Coach
    b. Recognizing Cunha Intermediate School Cross Country Student Athletes (A-Team) for their perseverance, effort, and sportsmanship throughout the season: Tennyson Zarcone; Aiden McGee; John Sexton; Lorenzo Rodriguez; Aksel Brown; Grady Haenlein; Reese Rosenthal; Cole Murray; Lukas Wilkinson; Harry Holland; Dante Figone; and Trevor O'Donell.

b. Cunha Intermediate School Presentation (Presentation) 8 - 40

Supporting Documents/Attachments:

1. 2025-26 Cunha Intermediate CUSD Board Presentation.pdf

c. Student Board Members Report
   1. Half Moon Bay High School Student Board Member
   2. Pilarcitos High School Student Board Member

3. GENERAL BUSINESS

a. District-Wide Bond Facilities Project Update Presentation 41 - 55
(Presentation)

Supporting Documents/Attachments:

1. District-Wide Bond Facilities Project Update Presentation

b. Approval of Half Moon Bay Future Farmers of America Field Trip to the California FFA State Officer Candidate Training at Butte College, Oroville, California, on February 5-6, 2026 56

Note: Item 3b (originally 5b) was moved from the Consent Agenda for separate discussion.

c. Approval of Half Moon Bay High School Future Farmers of America and Welding CTE Pathway to the World Ag DExpo, Tulare, California, February 5-6, 2026 57

Note: Item 3c (originally 5c) was moved from the Consent Agenda for separate discussion.

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 Half Moon Bay High School CTE Metal Forming Program Field Trip to Fresno Community College, Clovis, 58

California, February 4–6, 2026

b. Approval of Site's School Accountability Report Card (SARC) 2025-26 — 59 - 208

Supporting Documents/Attachments:

1. 2025_School_Accountability_Report_Card_Alvin_S._Hatch_Elementary_School_20260108.pdf
2. 2025_School_Accountability_Report_Card_El_Granada_Elementary_School_20260108.pdf
3. 2025_School_Accountability_Report_Card_Farallone_View_Elementary_School_20260108.pdf
4. 2025_School_Accountability_Report_Card_Half_Moon_Bay_High_School_20260108.pdf
5. 2025_School_Accountability_Report_Card_Kings_Mountain_Elementary_School_20260108.pdf
6. 2025_School_Accountability_Report_Card_Manuel_F._Cunha_Intermediate_School_20260108.pdf
7. 2025_School_Accountability_Report_Card_Pilarcitos_High_School_20260108.pdf

c. Approval of Certificated Personnel Report — 209

d. Approval of Classified Personnel Report — 210

e. CUSD Enrollment Report — 211 - 212

Supporting Documents/Attachments:

1. CUSD Enrollment Report 2025-26 Period 5

f. Approval of Donations to Cabrillo Unified School District — 213 - 214

Supporting Documents/Attachments:

1. Summary Site Donations 1.22.2026

g. Information on Warrant Register Report Processed — 215 - 226

Supporting Documents/Attachments:

1. December 2025 Warrant Register Redacted

h. Authorization to Award Contract for Annual Financial and Bond Audit Services — 227 - 231

Supporting Documents/Attachments:

1. Chavan & Associates LLP Audit Fees

i. Approval of Quarterly Report on Williams Uniform Complaints — 232 - 233

(Education Code §35186)

Supporting Documents/Attachments:

1. Williams_UCP_Report_Q2_2025-26.pdf

j. Approval of Governing Board Policy Updates as Recommended by the California School Boards Association and CUSD Staff for First and Final Reading — 234 - 245

Supporting Documents/Attachments:

1. Policy Guidesheet.pdf
2. 3515 BP Campus Security_0925_DRAFT.pdf
3. 3515.4 BP Recovery For Property Loss Or Damage_0925_DRAFT.pdf
4. 5113 BP Absences And Excuses_0925_DRAFT.pdf
5. 6141.2 BP Recognition Of Religious Beliefs And Customs_0825_DRAFT.pdf
6. 6145.5 BP Student Organizations And Equal Access_0308_DRAFT.pdf
7. 9005 BB Governance Standards_0925_DRAFT.pdf

k. Approval of Governing Board Meeting Minutes — 246 - 259

Supporting Documents/Attachments:

1. Regular Meeting - Dec 11 2025 - Minutes - Public.pdf

6. GOVERNING BOARD REPORTS

a. Board Members

b. Superintendent Report

7. CLOSED SESSION

a. Identification of Closed Session Topics of Discussion
(Refer to Items 7e and 7f, below.)

b. Public Comments on Closed Session Items

c. Adjournment to Closed Session

d. CONFERENCE WITH LEGAL COUNSEL – Anticipated Litigation: Significant exposure to litigation pursuant to Government Code section 54956.9(d)(2)
One case

e. CONFERENCE WITH LABOR NEGOTIATORS (Government Code §54957.6)

- District-designated representatives: Dr. Ramon Miramontes, Superintendent
- Employee organizations: Cabrillo Unified Teachers Association, California School Employees Association Chapter 485, and Unrepresented/Confidential

f. Adjournment of Closed Session and Reconvening in Open Session

g. Report of 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: January 22, 2026
TO: Members of the Governing Board
FROM: Israel Castillo, Ed. M., Chief Academic Officer
CATEGORY: Presentation
ITEM TITLE: Cunha Intermediate School Presentation

BACKGROUND INFORMATION

Cunha Intermediate School principal, Victor Guzman, will provide an overview of the school's unique site-based programs and academic progress.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

This item is presented for information only.

Prepared by: *Josefina Infanzon*

CUSD

Cabrillo Unified School District

Manuel F. Cunha Intermediate School

Victor Guzman , Principal
Brittany Hooker, Assistant Principal
Governing Board Meeting
December 11, 2025

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AGENDA

I. School Overview
   A. Mission, Staff, Enrollment
II. Initiatives
   A. Positive Culture
   B. Data Informed Practices
III. Data Overview
   A. CA Dashboard School Overview
   B. CAASPP
   C. Courses/Electives
IV. SPSA Overview



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School Overview: Mission Statement

Cunha Intermediate School provides a safe, nurturing environment where all students, parents/guardians, and staff strive to meet high academic standards and promote lifelong learning. Cunha Intermediate School is committed to a student-centered learning environment where each and every student is encouraged to seek and achieve their maximum potential. Scholarship, ability to reason, and civic and social consciousness are cornerstones of our mission. Cunha Intermediate School will inspire all students to reach high academic expectations, think critically and creatively, become responsible citizens, value diversity and individual self-worth, and pursue continuous growth.

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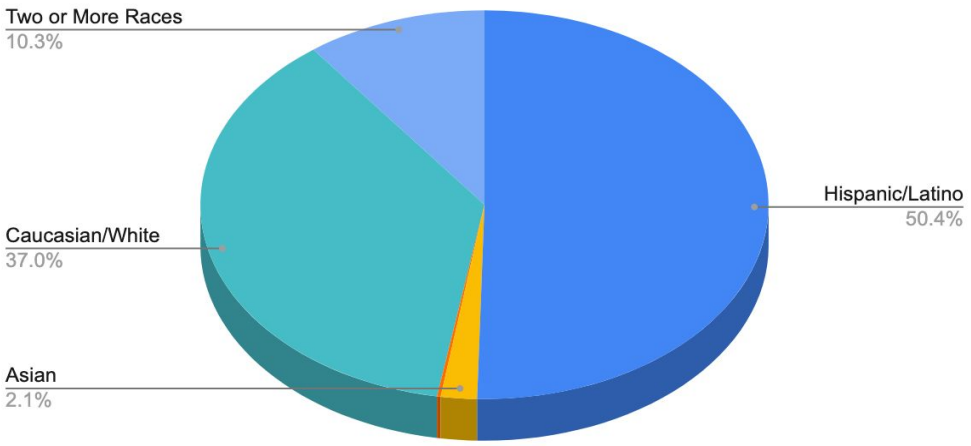
Staff & Students

STAFF	
Administrators	2
Teachers	26
Certificated Support Staff	2
Classified Staff	21
Total	51

STUDENTS						
Grade	Total	Free or Reduced Lunch	Special Education	English Learners	Migrant	Homeless
6th	145	42	27	15	0	1
7th	179	51	32	13	10	2
8th	162	58	26	14	9	3
Total	486	257	85	42	19	4
Percent		52.8%	17.4%	8.6%	3.9%	0.8%

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Student Ethnicities



Ethnicity	Students	Percent
Hispanic/Latino	245	50.30%
American Indian/Alaskan Native	0	0%
Asian	10	2%
African-American/Black	0	0%
Native Hawaiian/Pacific Islander	1	0.20%
Caucasian/White	180	36.90%
Two or More Races	50	10.30%

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2025-26 Initiatives

1. **Strengthen school culture by promoting safety, belonging, and positive relationships across the school community.**

2. **Use data and evidence based practices to monitor progress and drive continuous improvement in student learning.**

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Positive School Culture
Safety + Belonging

- **Reiterating expectations daily in morning announcements**
- **Clear expectations and follow through**
  - Monitoring unstructured time
  - Restorative circles
  - Alternatives to Suspension
- **PBIS Initiatives**
  - Cub compliments
  - Student of the Week
  - Honor Roll Certificates
  - “Chill Room”
  - Challenge Day (7th/8th Grade)

BE RESPECTFUL
BE RESPONSIBLE
BE POSITIVE
BE SAFE

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Positive School Culture
Belonging + Relationships

- **Community Building**
  - Leadership/Homeroom
    - Lunch Time Spirit Activities
    - Staff vs. Student Games
    - Philanthropy
    - Famous Cunha Dances!



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Positive School Culture Relationships

- **Welcoming Families**
  - 6th Grade Orientation
  - Back to School Night
  - ELAC Meetings
  - PTO/CAB
  - School Site Council



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Using Data to Improve Student Performance:
California School Dashboard

LEARN MORE

English Language Arts

All Students | State



Orange

30.4 points below standard

Declined 4.5 Points

LEARN MORE

Mathematics

All Students | State



Yellow

58.5 points below standard

Increased 11.4 Points

LEARN MORE

English Learner Progress

All Students | State



Green

66.7% making progress

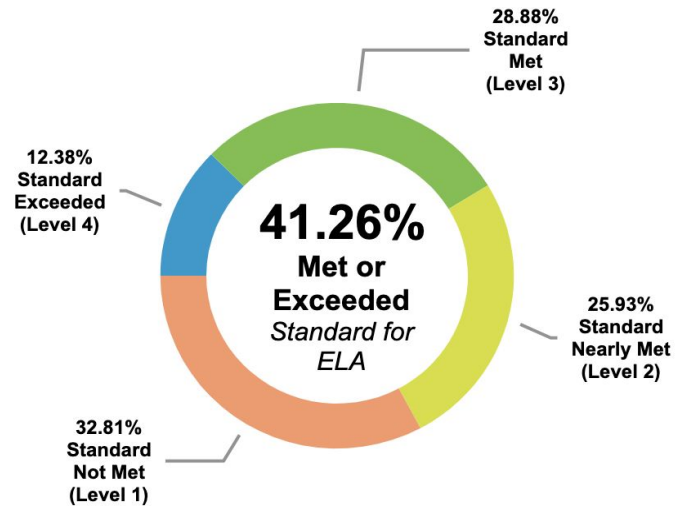
Declined 5%

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Using Data to Improve Student Performance:
CAASPP Scores

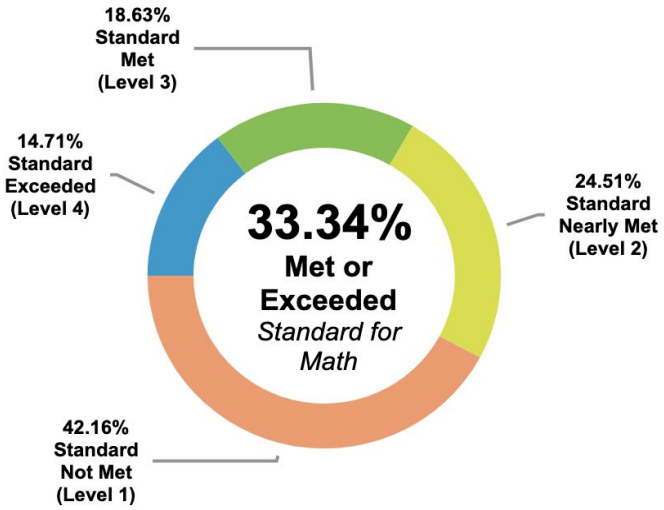
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



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Using Data to Improve Student Performance:
Evidence Based Practices

- **Alignment with SPSA Goals**
  - Lunch time math tutoring (3x) per week
  - After school tutoring (3x) per week
  - ELPAC after school tutoring
  - 2 Benchmarks per year
    - Fall/Spring
  - Grade level collaboration to discuss interventions

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Course Offerings

Core Courses	Electives
English Language 6, 7, & 8 Math 6, 7, & 8 Algebra 1 Science 6, 7, & 8 Social Studies 6, 7, & 8 Physical Education 6, 7, & 8 English Language Development Spanish Immersion 6, 7, & 8	Band - Beginning & Symphonic Ensemble Soundlab 6 & 7 Drama 6 & 7 Media Arts/Art 7 & 8 AG Science 8 STEAM 7 & 8 Bicycle Maintenance 6 Leadership 8 Spanish Wheel 6

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Music Electives

Band/Soundlab











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Visual and Performing Arts

Drama/Media Arts

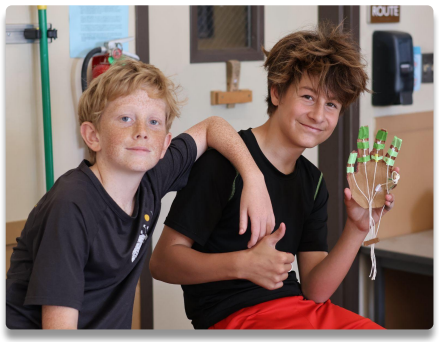


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STEAM

STEAM/Bike Mechanics









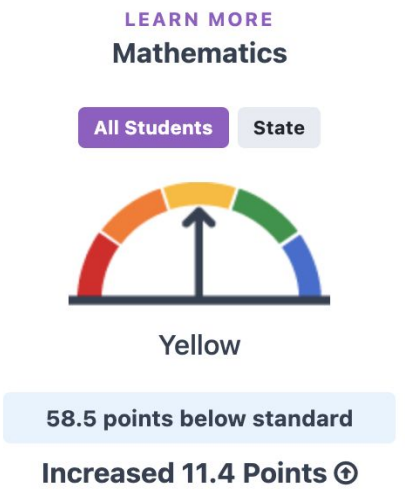
CUNHA CUBS

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SPSA Overview - Glow 1 (Goal 1)

Math Scores increased by **7.5%** from 23-24

- Piloted an advanced math program
  - 8th grade math during 7th grade
- Increased tutoring opportunities for students
  - Lunch
  - After School
- Increased access to Algebra 1
  - Pathways for 8th graders



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SPSA Overview - Glow 2 (Goal 1)

English Learner Progress

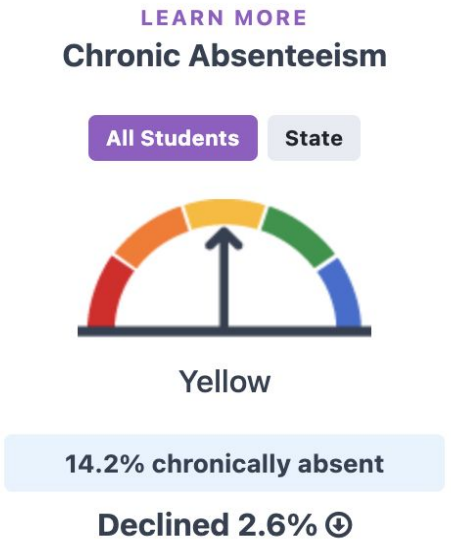
- We continue to Reclassify English Learner Students at a high rate
  - **2020-21**: 10.3%, **2021-22**: 23.0%, **2022-23**: 45.5%, **2023-24**: 31.0% **2024-25**: 30%
- Dedicated ELD Support
  - Teachers: Ms. Canals-Roig
  - TOSA: Ms. Au
- Green Performance on the School Dashboard
- 66.7% of English Learners are making progress based the English Learner Progress Indicator.

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SPSA Overview - Glow 3 (Goal 5)

Decrease Chronic Absenteeism

- Increased sense of safety and belonging
- Parent Communication on Importance of Attendance
  - Daily Messaging
  - Presentations (Orientation, BTSN)
  - Letters Home
- Home Visits

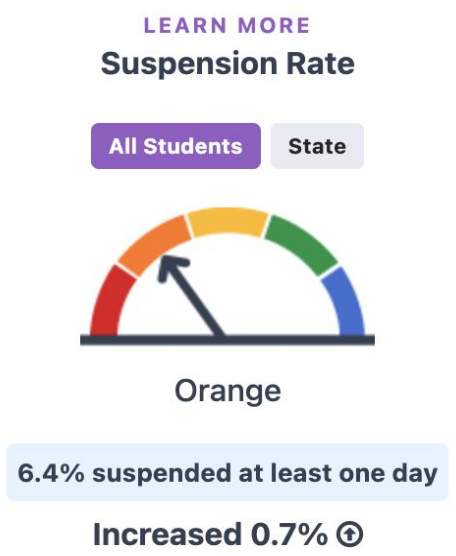


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A Overview - Grow (Goal 5)

Decrease Suspension Rate

- Increased emphasis on community building and restorative practices
  - Restorative Circles
- Focus on alternatives to suspension
  - Counseling
- Providing Socio-Emotional supports for students
  - On Site Therapy
  - Hazel Health (Online)



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Cabrillo Unified School District

Thank you!

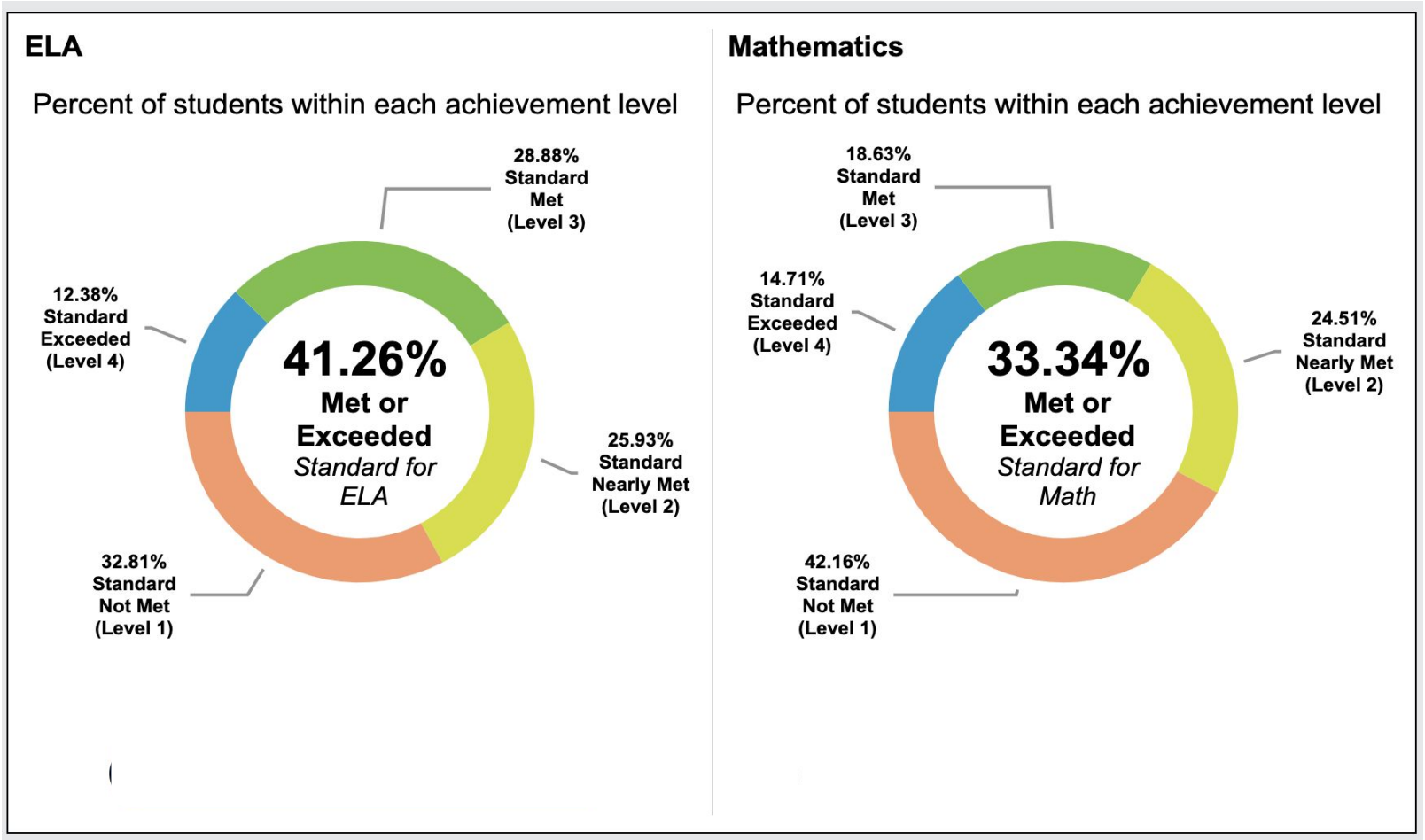
QUESTIONS?

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Appendix CAASPP Graphs

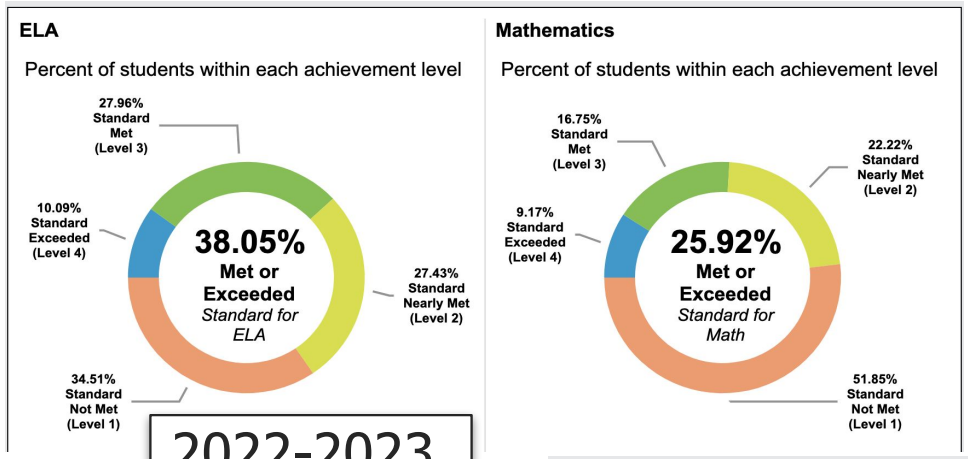
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CUNHA - CAASPP SCORES

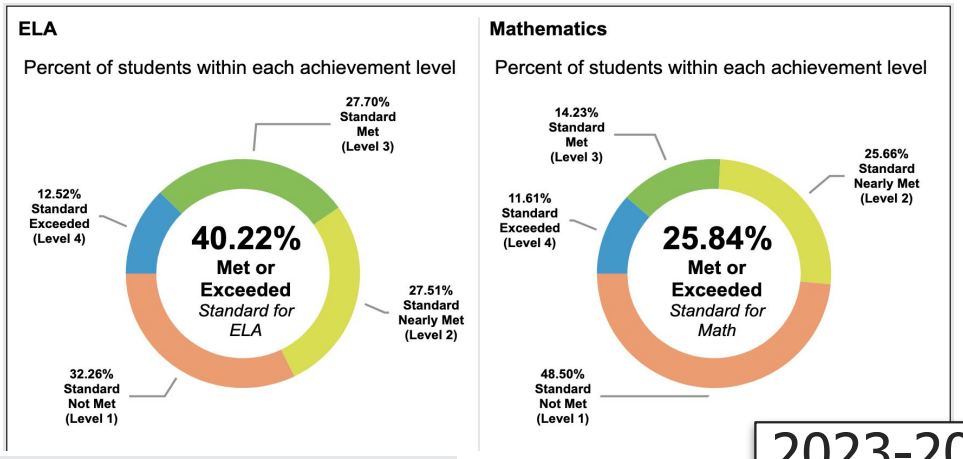


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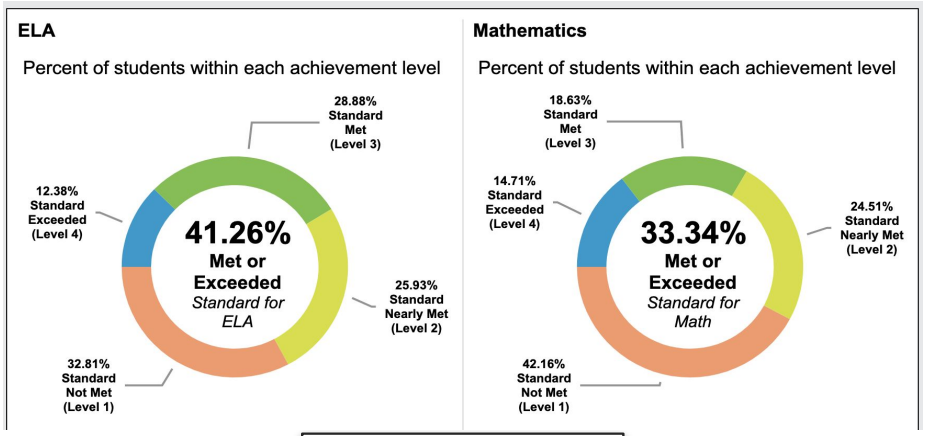
CUNHA - CAASPP
3-year Comparison



2022-2023



2023-2024

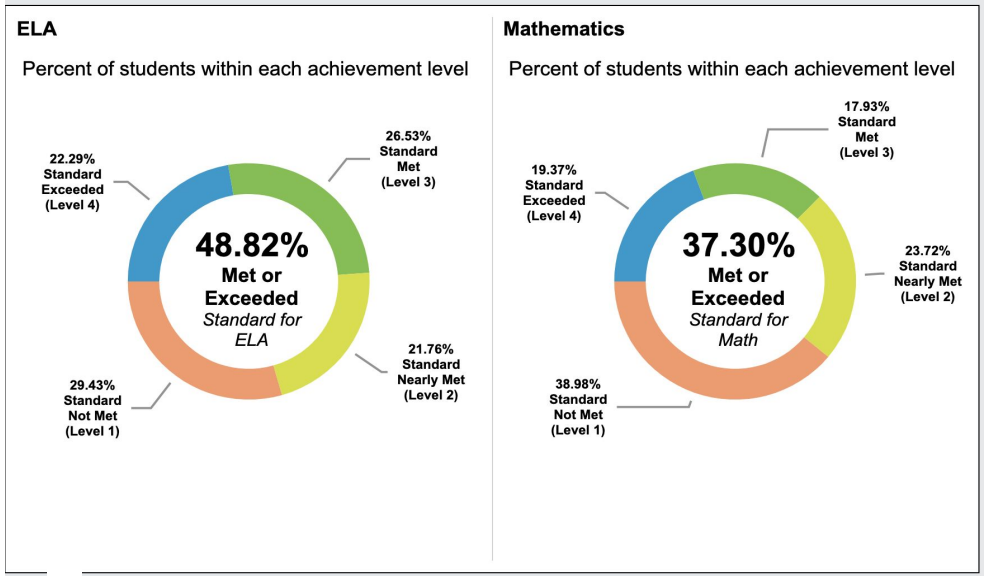


2024-2025

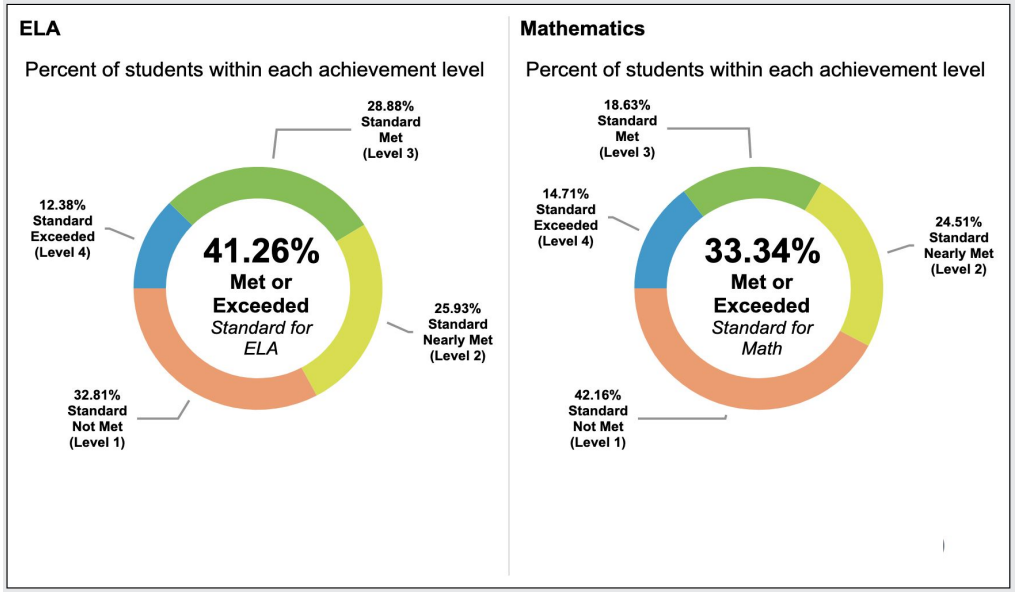
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CAASPP
State/School comparison

California



CUNHA



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CAASPP - ELA
State/School comparison

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	State of California	Manuel F. Cunha Intermediate
Mean Scale Score	N/A	N/A
Standard Exceeded (Level 4)  Percentage of students by grade for level	22.29 %	12.38 %
Standard Met (Level 3)  Percentage of students by grade for level	26.53 %	28.88 %
Standard Nearly Met (Level 2)  Percentage of students by grade for level	21.76 %	25.93 %
Standard Not Met (Level 1)  Percentage of students by grade for level	29.43 %	32.81 %

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CAASPP - Math

State/School comparison

Percentage of Students at Each Achievement Level

Overall Achievement

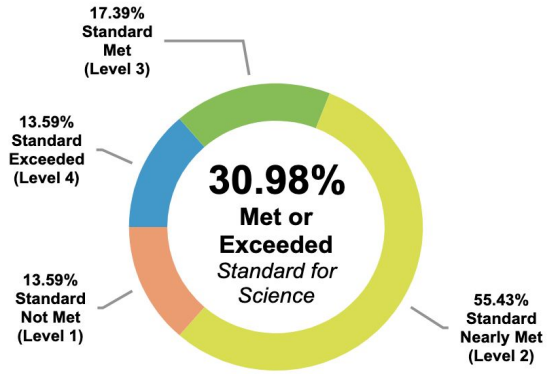
Reporting Categories	State of California	Manuel F. Cunha Intermediate
Mean Scale Score	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	19.37 %	14.71 %
Standard Met (Level 3) Percentage of students by grade for level	17.93 %	18.63 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	23.72 %	24.51 %
Standard Not Met (Level 1) Percentage of students by grade for level	38.98 %	42.16 %

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CUNHA - CAST (Science)
State/School Comparison

Science

Percent of students within each achievement level



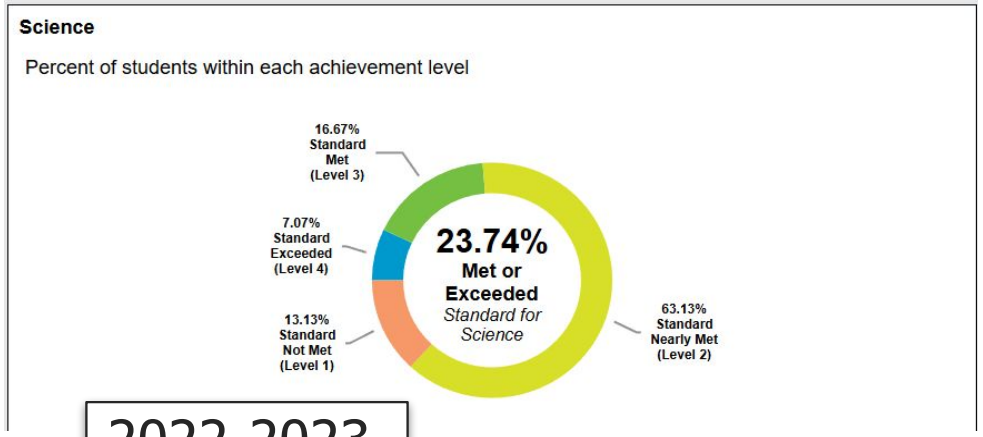
Percentage of Students at Each Achievement Level

Overall Achievement

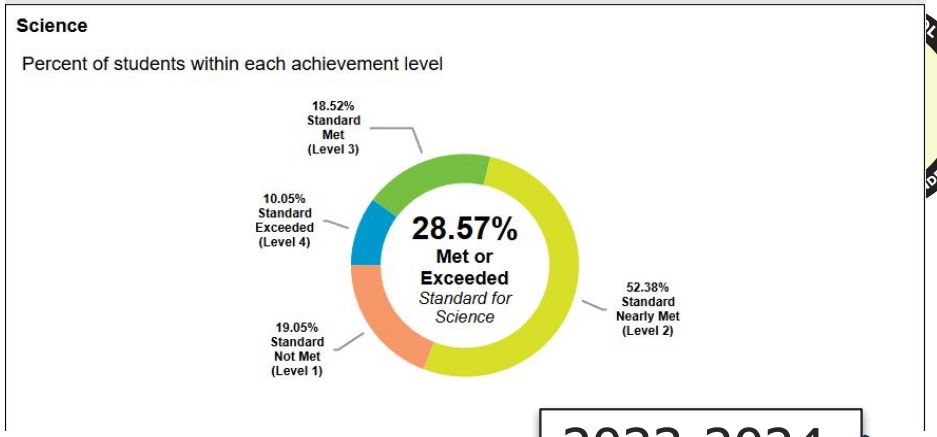
Reporting Categories	State of California	Manuel F. Cunha Intermediate
Mean Scale Score	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	11.16 %	13.59 %
Standard Met (Level 3) Percentage of students by grade for level	21.50 %	17.39 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	53.29 %	55.43 %
Standard Not Met (Level 1) Percentage of students by grade for level	14.06 %	13.59 %

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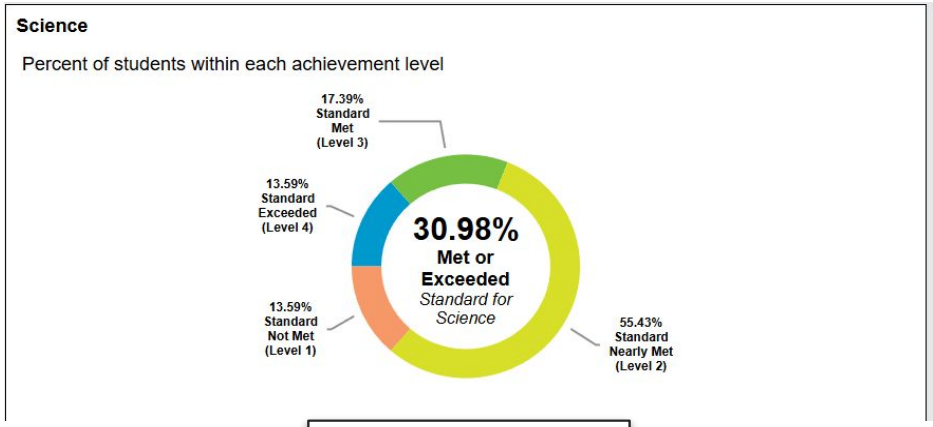
CUNHA - CAST (Science)
3-year Comparison



2022-2023



2023-2024



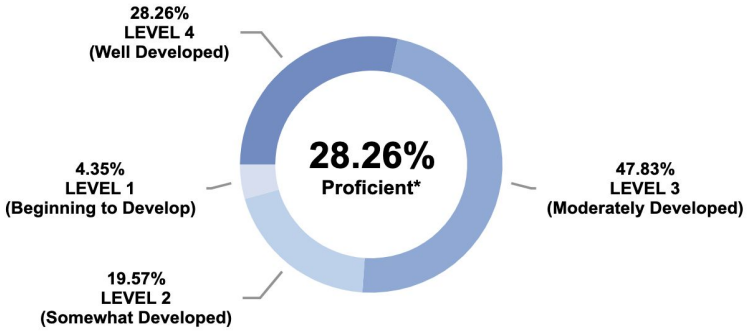
2024-2025

all children dream and achieve.

CUNHA - ELPAC
State/School comparison

English Language Proficiency for Summative ELPAC

Percent of students within each performance level



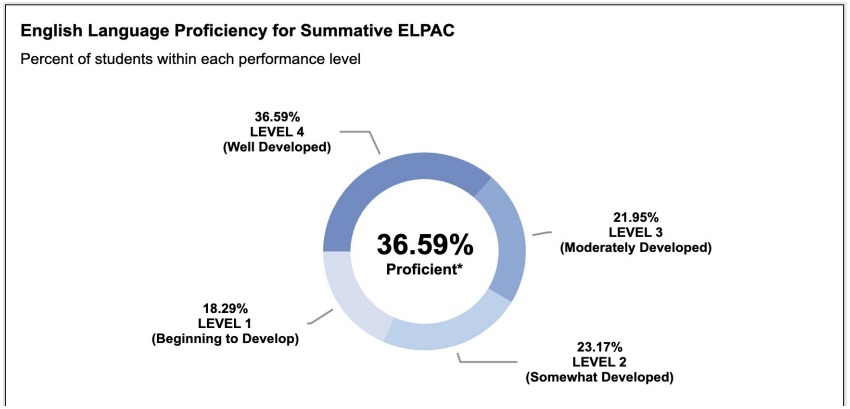
Percentage of Students at Each Performance Level

Overall Performance

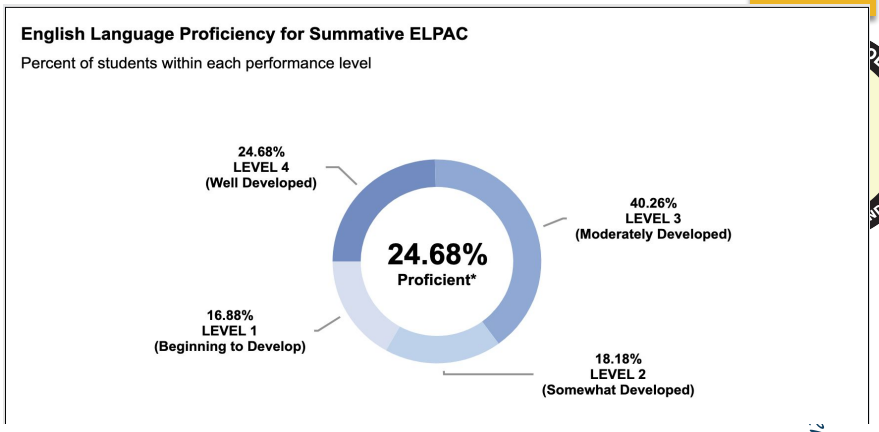
Reporting Categories	State of California	Manuel F. Cunha Intermediate
Mean Scale Score	N/A	N/A
Level 4 Percentage of students by grade for level	15.53%	28.26%
Level 3 Percentage of students by grade for level	32.40%	47.83%
Level 2 Percentage of students by grade for level	28.42%	19.57%
Level 1 Percentage of students by grade for level	23.65%	4.35%

en dream and achieve.

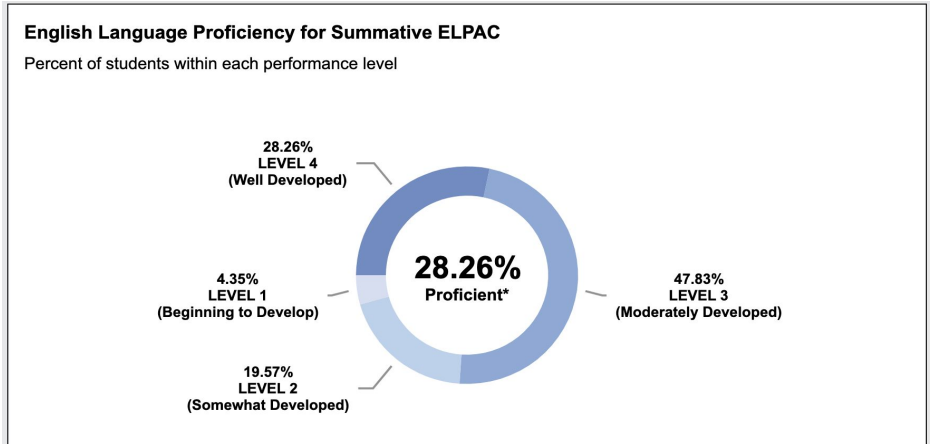
CUNHA - ELPAC
3-year Comparison



2022-2023



2023-2024



2024-2025

...re all children dream and achieve.

CUNHA - ELPAC

of students at each Overall Performance Level

Performance Level	6th grade	7th grade	8th grade	All
Level 4	5 31.25%	7 33.33%	*	13 28.26%
Level 3	5 31.25%	13 61.90%	*	22 47.83%
Level 2	4 25.00%	1 4.76%	*	9 19.57%
Level 1	2 12.5%	0	*	2 4.35%
Total	16	21	*	46

To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students.

ELPAC Score Summary by Composite and Domain 2024-2025

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SUPERINTENDENT
Dr. Ramon Miramontes

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

MEMORANDUM

MEETING DATE: January 22, 2026
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
Drew Gamet, Bond Program Fiscal Project Director
Roger Anchartechahar, Senior Project Manager, Vanir Construction Management, Inc.
CATEGORY: Presentation
ITEM TITLE: District-Wide Bond Facilities Project Update Presentation

BACKGROUND INFORMATION

Staff will provide the Board with an update on the progress of ongoing construction projects at Farallone View Elementary School, El Granada Elementary School, Half Moon Bay High School, and other district projects.

REPORT/PROPOSAL

This report includes current status updates on project timelines, construction milestones achieved, any challenges encountered, and anticipated next steps for each project. Staff will be available to answer questions from the Board regarding these ongoing projects.

FISCAL ANALYSIS

There is no fiscal impact associated with this update.

RECOMMENDATION

It is recommended that the Governing Board receive the bond construction projects update report.

Prepared by: *Drew Gamet*

CUSD

Cabrillo Unified School District

District-Wide Bond Facilities Project Update Presentation

Drew Gamet & Roger Anchartechahar

Governing Board Meeting

January 22, 2026

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AGENDA

- Farallone View Projects
- El Granada Projects
- HMBHS Predesign Begins
- CUSD Small Projects
  - Cunha Sign and Security Cameras
  - Hatch Shade Structure
  - HMBHS Sign and Shot Put Area

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Farallone View Elementary School- East Playground Asphalt





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Farallone View Elementary School- West Playground



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Farallone View Elementary School- Hydrant

- Waiting on CalFire to schedule flow tests on the existing fire hydrants.
- We have a proposal from our fencing contractor.
- When we have the final sign off on our proposal, we will determine how quickly we can move forward with installation.

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El Granada Elementary School- Building K Update

- Interior wood framing and drywall completed.
- Interior painting in progress.
- Ceramic tile in bathrooms to commence this month.
- Exterior waterproofing completed and exterior plaster to commence.

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El Granada Elementary School- Building K Update









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El Granada Elementary School- Building A Update

- Building A network server move completed.
- Interior wood framing 95% completed.
- Mechanical, electrical, and plumbing rough-in through January.
- Exterior plaster to commence 2/2/2026.

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El Granada Elementary School- Building A Update









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El Granada Elementary School- Building D Update

- Exterior exploratory demolition completed during winter break.





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HMBHS Predesign Begins

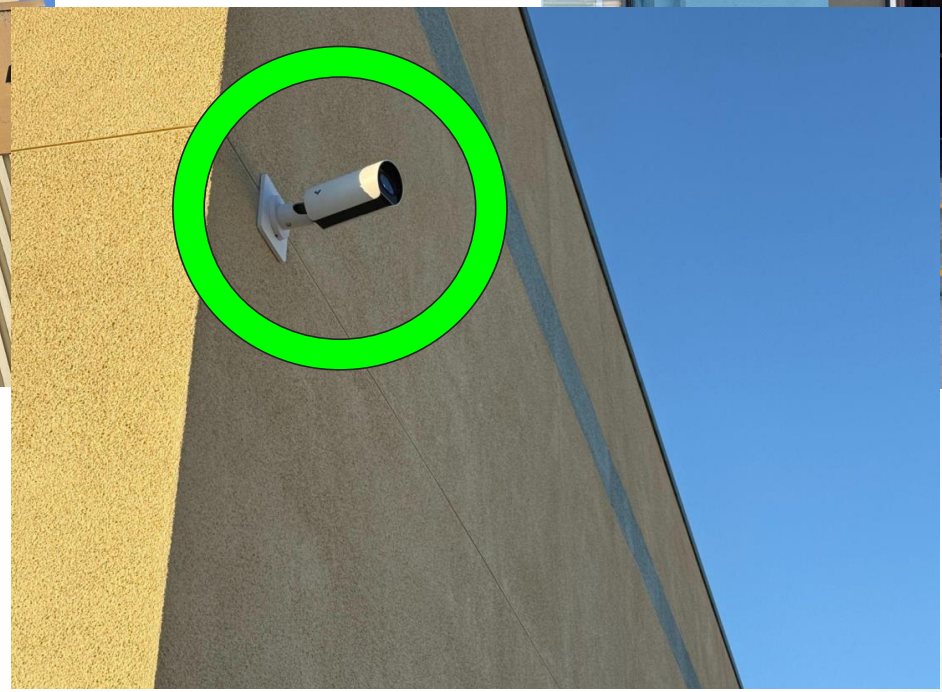
- **Information Gathering**
  - Stakeholder meetings
  - Site surveys & utility testing
- **Developing Options**
  - Multiple work layout alternatives
  - Scheduling
  - Review and selection
- **Refining Design**
  - Preliminary drawings
  - Revised cost estimates, budgets and cash flow projections
- **Predesign Completion**

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Cunha: Cameras & Sign







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Small Projects at Hatch and HMBHS

- Hatch shade structure- still in progress, revising scheduling due to DSA and factory inspections
- HMBHS electronic sign replacement
- HMBHS Shot Put area repair

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Cabrillo Unified School District

Thank you!

QUESTIONS?

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MEMORANDUM

MEETING DATE: January 22, 2026
TO: Members of the Governing Board
FROM: James Barnes, Director of Educational Support Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Half Moon Bay High School Future Farmers of America Field Trip to the California FFA State Officer Candidate Training at Butte College, Oroville, California, on February 5–6, 2026

BACKGROUND INFORMATION

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

REPORT/PROPOSAL

Hana Lani Hanson, teacher and advisor of the Half Moon Bay High School Future Farmers of America (FFA), request approval for a field trip to Oroville, California, on February 5-6, 2026, to attend the California FFA State Officer Candidate Training at Butte College.

One student will attend the training, chaperoned by at one certificated staff member. Transportation will be provided using Agricultural Department vehicle. They will stay at Doubletree by Hilton Chico, located at 685 Manzanita Ct., Chico, California 95926.

FISCAL ANALYSIS

The field trip is funded by an agricultural grant.

RECOMMENDATION

Approve as submitted.

Prepared by: *Suzanne Pendergast*

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MEMORANDUM

MEETING DATE: January 22, 2026
TO: Members of the Governing Board
FROM: James Barnes, Director of Educational Support Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Half Moon Bay High School Future Farmers of America and Welding CTE Pathway to the World Ag Expo, Tulare, California, February 5–6, 2026

BACKGROUND INFORMATION

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

REPORT/PROPOSAL

Sean Riordan, Hana Lani Hanson, and Sonia Myers, teachers and advisors for Half Moon Bay High School Future Farmers of America and Welding CTE Pathway request approval for a field trip to Tulare, California, on February 5-6, 2026, to attend the World Ag Expo.

Approximately twelve students will attend the expo, chaperoned by at least one to two certificated staff members and one additional adult. Transportation will be provided using Agricultural Department vehicles. The group will stay at La Quinta Inn & Suites by Wyndham Clovis, located at 1508 Clovis, CA 93612.

FISCAL ANALYSIS

The field trip is funded by CTEIG.

RECOMMENDATION

Approve as submitted.

Prepared by: *Suzanne Pendergast*

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SUPERINTENDENT
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MEMORANDUM

MEETING DATE: January 22, 2026
TO: Members of the Governing Board
FROM: James Barnes, Director of Educational Support Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Half Moon Bay High School CTE Metal Forming Program to Fresno, Community College, Clovis, California, February 4–6, 2026

BACKGROUND INFORMATION

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

REPORT/PROPOSAL

Sean Riordan, teacher and advisor of Half Moon Bay High School CTE Metal Forming program, requests approval for a field trip to Clovis, California, on February 4-6, 2026, to attend the 5th Annual Welding Camp hosted by Fresno Community College.

Approximately four students will attend the camp, chaperoned by at least one certificated staff member and one additional adult. Transportation will be provided by parents/guardians and staff. The group will stay at Hilton Garden Clovis, located at 520 W. Shaw Ave., Clovis, CA 93612.

FISCAL ANALYSIS

The field trip is funded by a CTE Grant.

RECOMMENDATION

Approve as submitted.

Prepared by: *Suzanne Pendergast*

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MEMORANDUM

MEETING DATE: January 22, 2026
TO: Members of the Governing Board
FROM: Israel Castillo, Ed. M., Chief Academic Officer
Deanna Tower, Coordinator of Educational Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Sites' School Accountability Report Cards (SARC) 2025-26

BACKGROUND INFORMATION

By February of each year, every school in California are required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the conditions and performance of each California public school.

REPORT/PROPOSAL

The SARCs for all Cabrillo Unified School District schools are made available in English and Spanish on our CUSD website under Curriculum and Instruction, Federal Reports, and are accessible at the school site upon request. Site SARC copies will be available by February 1, 2026.

Please note data presented in the SARCs reflect what is currently available through CDE, Dataquest, and the California Dashboard.

CDE is gradually releasing some of the identified data files, and data will be imported to SARC files as soon as it becomes available. The 2024 California School Dashboard (Dashboard) reflects a full return of California's accountability system with the reporting of Status (current year data), Change (the difference from prior year data), and Performance Levels (colors) for most state indicators.

As data becomes available, SARCs will be updated to reflect new data. This data includes academic data and teacher/staff information. At this time, we only have access to district-wide local data for our Math and ELA assessments. This data can be found in our 2025 Local Control Accountability Plan (LCAP), starting on page 55.

FISCAL ANALYSIS

SARC reports provide parents and the community with comprehensive information on a school's performance, demographics, finances, safety, curriculum, teachers, and student achievement data, helping them evaluate and compare schools. directly impact general funds by linking school performance and resource use to funding decisions, especially under the California's Local Control Funding Formula (LCFF), where data in SARCs informs the LCAP to ensure funds target student needs, by allocating and spending these on improving instruction and making accountability central to funding.

RECOMMENDATION

Approve as submitted.

Prepared by: *Josefina Infanzon*

Alvin S. Hatch Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview 	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest DATAQUEST California DEPARTMENT OF EDUCATION	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard California School DASHBOARD	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Alvin S. Hatch Elementary School
Street	490 Miramontes
City, State, Zip	Half Moon Bay, CA 94019
Phone Number	(650) 653-7775
Principal	Jeff Clinton
Email Address	clintonj@cabrillo.k12.ca.us
School Website	https://hatch.cabrillo.k12.ca.us/
Grade Span	K-5
County-District-School (CDS) Code	41 68890 6043616

2025-26 District Contact Information

District Name	Cabrillo Unified School District
Phone Number	(650) 712-7100
Superintendent	Dr. Ramon Miramontes
Email Address	miramontesr@cabrillo.k12.ca.us
District Website	www.cabrillo.k12.ca.us

2025-26 School Description and Mission Statement

Hatch Elementary School, part of the Cabrillo Unified School District, is located in the historic coastal town of Half Moon Bay. The school is one of four elementary schools in the district, serving approximately 550 students in transitional kindergarten class (TK) through 5th grade. The school's attendance area extends from San Gregorio in the south to Wave Avenue and Terrace Avenue in the north. Hatch Elementary houses two programs, a structured English instruction program and a district school of choice program, a Two-Way Bilingual Immersion (Spanish) program.

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

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

Every student shall be empowered to achieve the highest skills academically, linguistically, and socially while developing self-esteem and creativity.

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

The Hatch PTO gives generous support toward Kinder Movement for TK-3rd grade physical education, the Amity Institute intern program, student assemblies. In addition, parents and other volunteers contribute thousands of additional hours directly

2025-26 School Description and Mission Statement

to Hatch classrooms. Parent volunteers assist on field trips, share their knowledge in the classroom, assist with special projects such as our Young Author's Week, SF Opera, Ocean's Week, and the Book Fair. Hundreds of additional volunteer hours are dedicated to supporting PTO and district fundraising events.

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

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

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

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

Vision Statement:

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

Parents are active members of the Hatch community and support the school in many wonderful ways.

Mission Statement:

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	96
Grade 2	95
Grade 3	85
Grade 4	86
Grade 5	78
Total Enrollment	544

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
Asian	0.9
Black or African American	0.4
Filipino	1.3
Hispanic or Latino	64.2
Two or More Races	3.3
White	29.6
English Learners	34.7
Migrant	8.5
Socioeconomically Disadvantaged	40.6
Students with Disabilities	11.4

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.1	72.9	103.1	81.62	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	9.03	8.4	6.7	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	9.03	3.1	2.47	11953.1	4.28
Unknown/Incomplete/NA	2	9.03	11.6	9.2	15831.9	5.67
Total Teaching Positions	22.1	100	126.3	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18	73.47	108.2	82.99	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.77	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.5	22.45	11.3	8.66	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.7	2.14	11746.9	4.23
Unknown/Incomplete/NA	1	4.08	7	5.43	14303.8	5.15
Total Teaching Positions	24.5	100	130.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17	80.95	109.6	87.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4	19.05	12.3	9.86	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	1.4	1.19	12112.8	4.34
Unknown/Incomplete/NA	0	0	1.9	1.54	13705.8	4.91
Total Teaching Positions	21	100	125.5	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	2.00	5.5	4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	5.5	4

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	2.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	2.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12	23	25
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.6	3.8	8.3

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) TK-5: Benchmark Advance Edition 2022	0
Mathematics	Bridges in Mathematics TK- 5 Program, 2017 Edition The Math Learning Center	0
Science	Grade(s) K-5: FOSS California Edition, 2022	0
History-Social Science	Grade(s) K-5: Scott Foresman - History-Social Science for California, 2006	0
Foreign Language	Grade(s) TK-5: Benchmark Adelante Edition 2022	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Alvin S. Hatch Elementary School was found to be in Exemplary condition (99.76%) based on our October FIT Report and our October 15th visit by San Mateo County for Williams Act facility compliance.

Year and month of the most recent FIT report	10/10/2025

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

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			C-BOYS BATHROOM: Door vent rusty C-GIRLS BATHROOM: Door vent rusty
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Tan bark needs to be cleaned up on the blacktop.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	29	28	42	41	47	48
Mathematics (grades 3-8 and 11)	29	28	32	33	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	249	247	99.20	0.80	27.94
Female	130	129	99.23	0.77	30.23
Male	119	118	99.16	0.84	25.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	165	164	99.39	0.61	15.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	69.23

White	64	64	100.00	0.00	48.44
English Learners	89	89	100.00	0.00	4.49
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	113	100.00	0.00	14.16
Students Receiving Migrant Education Services	18	18	100.00	0.00	11.11
Students with Disabilities	40	39	97.50	2.50	10.26

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	249	247	99.20	0.80	28.34
Female	130	129	99.23	0.77	25.58
Male	119	118	99.16	0.84	31.36
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	165	164	99.39	0.61	15.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	69.23
White	64	64	100.00	0.00	50.00
English Learners	89	89	100.00	0.00	10.11
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	113	113	100.00	0.00	15.04
Students Receiving Migrant Education Services	18	18	100.00	0.00	22.22
Students with Disabilities	40	39	97.50	2.50	10.26

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	24.1	22.08	27.83	24.24	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	77	98.72	1.28	22.08
Female	44	44	100.00	0.00	20.45
Male	34	33	97.06	2.94	24.24
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	49	49	100.00	0.00	8.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	38.10
English Learners	23	23	100.00	0.00	4.35
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	34	100.00	0.00	11.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95.9	95.9	95.9	95.9	95.9

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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

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

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

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

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	563	560	78	13.9
Female	281	280	38	13.6
Male	282	280	40	14.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	359	357	60	16.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	24	24	3	12.5
White	165	164	13	7.9
English Learners	196	194	33	17.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	232	232	47	20.3
Students Receiving Migrant Education Services	40	40	5	12.5
Students with Disabilities	75	75	12	16.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.53	0.18	2.74	2.59	2.4	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.11	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.18	0.00
Female	0.00	0.00
Male	0.35	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.61	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.43	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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

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

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

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

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

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	4	0
1	22	1	3	0
2	22	0	4	0
3	20	1	3	0
4	20	3	1	0
5	22	2	2	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	4	0
1	24	0	4	0
2	20	1	3	0
3	21	1	3	0
4	20	1	3	0
5	27	1	1	1
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		3	
1	19	1	4	
2	24		4	
3	21	2	2	
4	29		3	
5	26	1	1	1

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,994	$2,207	$6,787	$79,861
District	N/A	N/A	$7,419	$86,288
Percent Difference - School Site and District	N/A	N/A	-8.9	-4.2
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-45.4	-9.3

Fiscal Year 2024-25 Types of Services Funded

Music Program (District)
PE (District/PTO)
Art Program (District)
HEAL Program (Grant Funded)
Junior Land Stewards (Grant Funded)
Library (District/PTO)
Identified students also receive support from the Migrant Education Program

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,045	$57,978
Mid-Range Teacher Salary	$81,868	$89,612
Highest Teacher Salary	$111,090	$117,194
Average Principal Salary (Elementary)	$141,268	$143,632
Average Principal Salary (Middle)	$155,808	$149,447
Average Principal Salary (High)	$164,457	$162,334
Superintendent Salary	$241,036	$234,076
Percent of Budget for Teacher Salaries	26.72%	27.81%
Percent of Budget for Administrative Salaries	6.8%	5.47%

Professional Development

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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

El Granada Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview 	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest DATAQUEST California DEPARTMENT OF EDUCATION	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard California School DASHBOARD	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	El Granada Elementary School
Street	400 Santiago Ave
City, State, Zip	Half Moon Bay, CA 94019
Phone Number	(650) 712-7150
Principal	Ms. Erin O'Connor-Brown
Email Address	oconnor-browne@cabrillo.k12.ca.us
School Website	https://elgranada.cabrillo.k12.ca.us/
Grade Span	K-5
County-District-School (CDS) Code	41 68890 6043624

2025-26 District Contact Information

District Name	Cabrillo Unified School District
Phone Number	(650) 712-7100
Superintendent	Dr. Ramon Miramontes
Email Address	miramontesr@cabrillo.k12.ca.us
District Website	www.cabrillo.k12.ca.us

2025-26 School Description and Mission Statement

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

El Granada Elementary School is a diverse school community that fosters the academic and social development of each student. Among the academic highlights are a school-wide commitment to the Benchmark language arts curriculum, a robust implementation of hands-on science including a functional lab for 5th-grade students, and full implementation of Bridges Math program that focuses on concepts, skills, and numerical fluency highlighted in the common core mathematical practices. El Granada utilizes computers and technology across content areas and has an over 50-year tradition of celebrating Arts and Science Day/Week. El Granada has a full day Kindergarten and Transitional Kindergarten program. The El Granada parent community is highly involved as evidenced by the PTO's commitment and support of enrichment programs and school resources and materials including classroom supplies and playground equipment. In addition to funding our Transitional Kindergarten through third grade PE the PTO also supports the various needs of the school. El Granada classrooms participate in the Art in Action program that teaches art technique and art history through the examination of great and world-recognized masters. Teachers and parents partner to make this a valuable learning experience. El Granada also partners with Miss Maker (a local non profit organization) to bring hands on STEM learning to all students Tk-5.

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	55
Grade 2	50
Grade 3	40
Grade 4	51
Grade 5	47
Total Enrollment	324

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.4
Asian	2.8
Filipino	0.3
Hispanic or Latino	47.8
Two or More Races	8.3
White	40.7
English Learners	18.2
Migrant	1.9
Socioeconomically Disadvantaged	28.7
Students with Disabilities	17.3

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.1	93.4	103.1	81.62	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	6.6	8.4	6.7	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	3.1	2.47	11953.1	4.28
Unknown/Incomplete/NA	0	0	11.6	9.2	15831.9	5.67
Total Teaching Positions	15.1	100	126.3	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.5	88.57	108.2	82.99	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.77	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	11.43	11.3	8.66	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.7	2.14	11746.9	4.23
Unknown/Incomplete/NA	0	0	7	5.43	14303.8	5.15
Total Teaching Positions	17.5	100	130.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14	93.33	109.6	87.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	6.67	12.3	9.86	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	1.4	1.19	12112.8	4.34
Unknown/Incomplete/NA	0	0	1.9	1.54	13705.8	4.91
Total Teaching Positions	15	100	125.5	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	2	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	2	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.2	11.1	18.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	10.5

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

CURRENT TEXTBOOKS AND INSTRUCTIONAL MATERIALS

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

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

Science: Foss (Full Option Science System) is a research-based science curriculum that bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds. Board adopted in 2023.

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

CURRENT SUPPLEMENTARY MATERIALS

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

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

Second Step: A Social Emotional Learning Program that helps students build social and emotional skills so that they can thrive in school and in life. Teachers can access the curriculum through the online portal.

Changing Perspectives is used as a supplimentaly Social Emotional Learning curriculum funded through a grant from the San Mateo County Office of Education

CURRENT ONLINE PROGRAMS

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

Reading (Fluency and Comprehension): Teachers are piloting IXL, a comprehensive learning program that provides unlimited practice problems with meaningful, up-to-date tracking on each child's progress.

Art: Art in Action

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

Science: Mystery Science offers open-and-go lessons that inspire kids to love science. Mystery Science Writing is available to grades 2-5 as well.

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

Year and month in which the data were collected	November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) TK-5: Benchmark Advanced, 2017 Grade(s) K-3: Wilson Fundations phonics	0
Mathematics	Bridges in Mathematics TK- 5 Program, 2017 Edition The Math Learning Center Reflex Math	0
Science	Grade(s) TK-5 FOSS California Edition, 2020	0
History-Social Science	Grade(s) TK-5 Scholastic News Magazine	0
Foreign Language		
Visual and Performing Arts	Art in Action and teacher-created materials	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

El Granada Elementary School is undergoing a major campus transformation, featuring the construction of new facilities and the modernization of existing ones. This work is being carried out in partnership with Quattrocchi Kwok Architects, Rodan Builders, and Vanir Construction. School staff and community members have dedicated countless hours to planning and collaboration to ensure the upgraded campus supports students' instructional needs and provides a safe, nurturing environment for learning.

Year and month of the most recent FIT report	10/15/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			MU: mech room very over packed needs to be cleared out.
Interior: Interior Surfaces	X			:

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			D-1: roof has leaks/roof showing age/ exit signs need to be Illuminated D-2: Exit signs need to be Illuminated.window shows signs of cracking due to old plexi glass D-3: south facing windows leak. Exit signs need to be Illuminated Library: Exit signs need to be Illuminated. P-5: breaker panel blocked
Structural: Structural Damage, Roofs		X		The school needs repair to the roof and over hang that drips water on students as the walk down during winter storms. Exit signs need to be installed due to new fire code per the fire marshall . D-1: roof has leaks/roof showing age/ exit signs need to be Illuminated D-2: Exit signs need to be Illuminated.window shows signs of cracking due to old plexi glass D-3: south facing windows leak. Exit signs need to be Illuminated
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			D-2: Exit signs need to be Illuminated.window shows signs of cracking due to old plexi glass D-3: south facing windows leak. Exit signs need to be Illuminated

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	44	56	42	41	47	48
Mathematics (grades 3-8 and 11)	35	41	32	33	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	142	140	98.59	1.41	56.43
Female	73	72	98.63	1.37	58.33
Male	69	68	98.55	1.45	54.41
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	76	76	100.00	0.00	35.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	91.67
White	52	50	96.15	3.85	78.00
English Learners	24	24	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	49	98.00	2.00	34.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	33	97.06	2.94	12.12

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	142	140	98.59	1.41	40.71
Female	73	72	98.63	1.37	36.11
Male	69	68	98.55	1.45	45.59
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	76	76	100.00	0.00	19.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	75.00
White	52	50	96.15	3.85	66.00
English Learners	24	24	100.00	0.00	4.17
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	49	98.00	2.00	18.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	33	97.06	2.94	15.15

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	25.53	23.91	27.83	24.24	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	47	46	97.87	2.13	23.91
Female	22	22	100.00	0.00	22.73
Male	25	24	96.00	4.00	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	30	30	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	33.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	16	100.00	0.00	12.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	7.14

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	87.5	87.5	87.5	87.5	87.5

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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

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

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

The appropriate contacts are as follows:

- Community Liaison: Hilda Flores de Leon
- Parent-Teacher Organization President: Molly Stone
- School Site Council Chairperson: Katie Alderman
- ELAC President: Maria Castro

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	334	333	53	15.9
Female	156	155	19	12.3
Male	178	178	34	19.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	164	163	35	21.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	30	2	6.7
White	132	132	16	12.1
English Learners	61	61	13	21.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	103	103	29	28.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	67	67	18	26.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.91	0.28	1.2	2.74	2.59	2.4	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.11	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.20	0.00
Female	1.28	0.00
Male	1.12	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.61	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.27	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.97	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.99	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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

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

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

Staff receives training for procedures in emergency situations. Administration and staff are also trained in the San Mateo County Big 5 Safety Protocol for emergency response. During each school year, we hold monthly Evacuation drills, 4 Drop, Cover and Hold On Drills, 2 Lockdown/Barricade practices and a Tsunami Evacuation drill following best practices.

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

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	2	0
1	19	2	0	0
2	17	1	2	0
3	16	3	0	0
4	26	0	2	0
5	27	0	2	0
6	0	0	0	0
Other	15	2	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4	0	0
1	23	0	2	0
2	21	1	1	0
3	17	1	2	0
4	25	0	2	0
5	26	0	2	0
6	0	0	0	0
Other	17	1	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	1	2	
1	19	3		
2	25		2	
3	21	1	1	
4	26		2	
5	24		2	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,497	$3,358	$9,138	$88,897
District	N/A	N/A	$7,419	$86,288
Percent Difference - School Site and District	N/A	N/A	20.8	6.5
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-16.4	1.4

Fiscal Year 2024-25 Types of Services Funded

El Granada is a Title I school and receives Title I funds which are allocated through the School Site Council. The School Site Council reviews site data for target student groups and develops goals and plans associated expenditures for activities, tasks and resources needed to support and assist students academically, socially and emotionally. El Granada also allocates Title I

Fiscal Year 2024-25 Types of Services Funded

funds for specific student populations mainly in the area of parent engagement and professional development as well as supplementary resources for English Language Development and supplemental learning support.

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,045	$57,978
Mid-Range Teacher Salary	$81,868	$89,612
Highest Teacher Salary	$111,090	$117,194
Average Principal Salary (Elementary)	$141,268	$143,632
Average Principal Salary (Middle)	$155,808	$149,447
Average Principal Salary (High)	$164,457	$162,334
Superintendent Salary	$241,036	$234,076
Percent of Budget for Teacher Salaries	26.72%	27.81%
Percent of Budget for Administrative Salaries	6.8%	5.47%

Professional Development

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

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

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

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Farallone View Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview 	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Farallone View Elementary School
Street	1100 LeConte Ave.
City, State, Zip	Montara, CA, 94037
Phone Number	6507127170
Principal	Amy McVicker
Email Address	mcvickera@cabrillo.k12.ca.us
School Website	https://faralloneview.cabrillo.k12.ca.us/
Grade Span	K-5
County-District-School (CDS) Code	41 68890 6043632

2025-26 District Contact Information

District Name	Cabrillo Unified School District
Phone Number	(650) 712-7100
Superintendent	Dr. Ramon Miramontes
Email Address	miramontesr@cabrillo.k12.ca.us
District Website	www.cabrillo.k12.ca.us

2025-26 School Description and Mission Statement

Farallone View Elementary School is located in Montara, CA, a small community with access to San Francisco and the Silicon Valley. We provide approximately 190 students in Transitional Kindergarten through fifth grade a holistic education that prepares them for college and careers in the 21st-century. As of Spring 2025, student enrollment by ethnic group was as follows: 67.8% White, 19.2% Hispanic, 13% Two or More Races.

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	24
Kindergarten	25
Grade 1	25
Grade 2	24
Grade 3	25
Grade 4	30
Grade 5	22
Total Enrollment	175

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
Hispanic or Latino	19.2
Two or More Races	13
White	67.8
English Learners	3.4
Socioeconomically Disadvantaged	6.2
Students with Disabilities	6.2

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.5	88.36	103.1	81.62	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	11.64	8.4	6.7	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	3.1	2.47	11953.1	4.28
Unknown/Incomplete/NA	0	0	11.6	9.2	15831.9	5.67
Total Teaching Positions	8.5	100	126.3	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.5	100	108.2	82.99	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.77	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	11.3	8.66	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.7	2.14	11746.9	4.23
Unknown/Incomplete/NA	0	0	7	5.43	14303.8	5.15
Total Teaching Positions	6.5	100	130.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6	100	109.6	87.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	12.3	9.86	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	1.4	1.19	12112.8	4.34
Unknown/Incomplete/NA	0	0	1.9	1.54	13705.8	4.91
Total Teaching Positions	6	100	125.5	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.5	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

CURRENT TEXTBOOKS AND INSTRUCTIONAL MATERIALS

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

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

Science: Foss (Full Option Science System) is a research-based science curriculum that bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds. Adopted and implemented during the 2023-2024 school year.

History/Social Sciences: Teacher-selected materials and Studies Weekly (for grades 3-5), a standards-based core curriculum for Social Studies in a periodical format with online access.

CURRENT SUPPLEMENTARY MATERIALS

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

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

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

CURRENT ONLINE PROGRAMS

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

Reading (Fluency and Comprehension): Teachers are piloting IXL, a comprehensive learning program that provides unlimited practice problems with meaningful, up-to-date tracking on each child's progress.

Math: Reflex Math is an online system that helps students in grades 2-5 master basic math facts in addition, subtraction, multiplication, and division.

Art: Art in Action

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

Science: Mystery Science offers standards-aligned science lessons for grades K-5. Mystery Science Writing is an additional program offered for grades 2-5 this year.

Year and month in which the data were collected	November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) K-5: Benchmark Advance (Adopted 2022)	0
Mathematics	Grade(s) K-5: Bridges in Mathematics TK- 5 Program, 2017 Edition The Math Learning Center	0
Science	Grade(s) K-5: Full Option Science System (FOSS) Third Edition	0
History-Social Science	Grade(s) K-5: Studies Weekly OR teacher-created instructional materials	0
Foreign Language		
Visual and Performing Arts	Art in Action and teacher-created instructional materials.	N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Two of Farallone View Elementary School's main buildings have been modernized in recent years in partnership with Studio W Architects, CORE Construction, and Vanir Construction. School staff and community members have engaged in numerous hours of planning meetings in preparation to ensure that the modernization aligns with the instructional needs of students as well as provides a safe and nurturing learning environment in alignment with our environmental education focus.

Year and month of the most recent FIT report	11/18/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		C building interior surfaces will be updated Summer 2025. D building is being used for storage only.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs			X	C building roof is in need of replacement. D building is being used for storage only.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			All three playgrounds are in need of updated equipment. Two are in need of asphalt resurfacing. West playground to be remodeled after the current school year. Kinder playground usage to be determined after fire hydrant installation, per fire marshal.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	64	68	42	41	47	48
Mathematics (grades 3-8 and 11)	67	67	32	33	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	79	79	100.00	0.00	68.35
Female	36	36	100.00	0.00	69.44
Male	43	43	100.00	0.00	67.44
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	41.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	58	58	100.00	0.00	70.69
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	79	79	100.00	0.00	67.09
Female	36	36	100.00	0.00	63.89
Male	43	43	100.00	0.00	69.77
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	58	58	100.00	0.00	75.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	48.28	72.73	27.83	24.24	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	22	100.00	0.00	72.73
Female	13	13	100.00	0.00	84.62
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	78.95
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95.45%	95.45%	95.45%	95.45%	95.45%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Parents and members of our caring community donate hundreds of hours and generate thousands of dollars to ensure we provide our students with many outstanding programs over and above the basic curriculum provided by the state. Our community considers these programs and associated staff a priority invaluable to our students and continues to fund them each year. Parent and community donations of time and money allow these programs and staff to exist. Additionally, Farallone View's very dedicated staff continue to actively seek out increased opportunities for parents to be highly involved in their students' education through classroom volunteering as well as events sponsored by our Parent Teacher Organization (PTO). There are a number of events that bring parents, community members, and staff together as a school community. Such events include but are not limited to: Continent Day, Oceans Week, Fall Festival, Outdoor Movie Night, and Holiday Bazaar.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	177	175	21	12.0
Female	88	87	14	16.1
Male	88	87	7	8.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	30	2	6.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	22	3	13.6
White	123	123	16	13.0
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	24	22	6	27.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	18	18	1	5.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	1.28	0.56	2.74	2.59	2.4	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.11	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.56	0.00
Female	0.00	0.00
Male	1.14	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.23	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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

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

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

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

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

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	1	0
1	23	0	1	0
2	16	2	0	0
3	23	0	1	0
4	17	1	1	0
5	29	0	1	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	1	0
1	25	0	1	0
2	23	0	1	0
3	15	1	1	0
4	12	2	0	0
5	30	0	1	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		1	
1	25		1	
2	25		1	
3	23		1	
4	30		1	
5	22		1	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,794	$2,968	$8,826	$82,524
District	N/A	N/A	$7,419	$86,288
Percent Difference - School Site and District	N/A	N/A	17.3	-0.9
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-19.8	-6.0

Fiscal Year 2024-25 Types of Services Funded

Farallone View is not a Title I school at this time. Therefore, our site funds are limited to unrestricted funds which are allocated through the School Site Council. The School Site Council reviews site data for target student groups and develops goals and plans associated expenditures for activities, tasks and resources needed to support and assist students academically, socially

Fiscal Year 2024-25 Types of Services Funded

and emotionally. For the current and previous school year, Farallone View also receives funding through an Educator Effectiveness Grant which allocates funds for professional development and instructional materials, among other items. In addition, Farallone View receives services in Speech and Language Therapy, Occupational Therapy, Special Education, and Counseling. Identified students may receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education. Based on input from staff, students, and our School Site Council (SSC), Farallone View will continue its after-school Art and Science enrichment program for select groups of at-promise students including our English Learners, students performing below grade level, and students in need of additional social-emotional supports.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,045	$57,978
Mid-Range Teacher Salary	$81,868	$89,612
Highest Teacher Salary	$111,090	$117,194
Average Principal Salary (Elementary)	$141,268	$143,632
Average Principal Salary (Middle)	$155,808	$149,447
Average Principal Salary (High)	$164,457	$162,334
Superintendent Salary	$241,036	$234,076
Percent of Budget for Teacher Salaries	26.72%	27.81%
Percent of Budget for Administrative Salaries	6.8%	5.47%

Professional Development

At Farallone View Elementary School, teachers work to develop units of study in English Language Arts, Math, Social Studies, and Science. This provides our students with a coherent, consistent academic program throughout their attendance at Farallone View. Teachers also examine student work to determine learning goals, develop units of study, and analyze effective teaching practice. This helps ensure that students' full range of academic, social and emotional needs are met. Farallone View's Leadership Team's primary focus areas are student achievement, curriculum, instruction, school climate and developing teacher leadership. This team sets our collaboration calendar, determines area of need with respect to campus initiatives, and works with the site principal to address said areas of need.

Early Release Days for Collaboration, Preparation, and Professional Development:
Farallone View Elementary School has dedicated a block of time every week for an afternoon of teacher collaboration and/or prep time. Every Tuesday is an early release day and all students are dismissed at 1:05 p.m. Teachers meet in grade level groups/bands to work on unit planning, examination of student work, examination of teacher practice/strategies, and more. Teachers may also engage in activities such as goal setting for student learning, reviewing student work and assessment results, and aligning best teaching practices to support our curricular programs. This is an invaluable part of our professional development as lifelong adult learners. Collaboration time is built into the teacher work day, which helps drive our instruction and meet student needs.

The major areas of focus for dedicated professional development days outside of our weekly collaboration days were selected by the school's Leadership Team to support site-specific curricular goals that are aligned with our district's Local Control Accountability Plan (LCAP) and our school's School Plan for Student Achievement (SPSA). These areas include training on dyslexia as well as continued professional development in outdoor/environmental education.

During the 2024-2025 school year, our district provided eight hours of professional development on Super Fridays to all

Professional Development

elementary school teachers. District-wide elementary topics included Structured Literacy, Science of Reading instructional practices, and Phonics/Morphology. At Farallone View, teachers participated in six hours of professional development centered on such topics as environmental education, outdoor education, and dyslexia.

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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	7	6

Half Moon Bay High School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview 	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest DATAQUEST California DEPARTMENT OF EDUCATION	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard California School DASHBOARD	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Half Moon Bay High School
Street	498 Kelly Ave., Half Moon Bay, CA 94019
City, State, Zip	Half Moon Bay, CA 94019
Phone Number	(650) 638-8674
Principal	Andrew Boysen
Email Address	boysena@cabrillo.k12.ca.us
School Website	https://hmbhs.cabrillo.k12.ca.us/
Grade Span	9-12
County-District-School (CDS) Code	41 68890 4132817

2025-26 District Contact Information

District Name	Cabrillo Unified School District
Phone Number	(650) 712-7100
Superintendent	Dr. Ramon Miramontes
Email Address	miramontesr@cabrillo.k12.ca.us
District Website	www.cabrillo.k12.ca.us

2025-26 School Description and Mission Statement

Half Moon Bay High School (HMBHS) is the only comprehensive high school in the Cabrillo Unified School District (CUSD), educating grades 9–12 with a total enrollment of 895 students. Founded in 1909, the school is located on the San Mateo County Coast and serves students from Pescadero to Montara (30 miles) and the surrounding rural area (135 square miles).HMBHS is fully accredited by the Western Association of Schools & Colleges (WASC). In May of 2019, after an extensive self-study was completed, WASC granted a six-year accreditation effective through June 30, 2025.

Our vision at HMBHS is to provide a strong, comprehensive education for all of our students in order to prepare for and value citizenship, employment, and further education.

Half Moon Bay High School is committed to maintaining an atmosphere in which students develop the desire to learn by working in partnership with parents, staff, and community. Our school provides a strong comprehensive education for all of our students in order to prepare for and value citizenship, employment, and further education. Through educational excellence we cultivate participation, enthusiasm, and success, all of which prepare our students to function in a rapidly changing world.

Advanced Placement courses:
Art Studio Drawing
Art Studio 2-D Design
Art Studio 3-D Design
Biology
Calculus AB & BC
Computer Science Principles
English Language and Composition
English Literature and Composition
Environmental Science
French Language
Psychology
AP Statistics
US Government

2025-26 School Description and Mission Statement

US History
World History

Honors or Advanced courses:
Advanced Agriscience Honors
Advanced Algebra II
Honors Pre-Calculus
Honors Marine Ecology
Honors Physics

Other CDE and CUSD graduation requirements:
4 years of English and/or ELD (1,2,&3)
4 years of Social Studies
3 years of math
1 year of fine art or a world language
2 years of physical education
14 semesters of electives
35 hours of community service

Elective courses:
Agriculture Communication and Leadership
Art II/III
Art Spectrum
AVID I/II/III/IV
Broadcasting
Digital Illustration
Floraculture
Computer Science Principals
Jazz Ensemble
Leadership
Marching Band
Metal Sculpture (Beg./Adv.)
Positive Psychology
Power & Strength
Yearbook
Four-year Spanish language program
Spanish for Spanish Speakers I & II
Four-year French language program
Two-year CDE required Physical Education courses

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	211
Grade 10	210
Grade 11	257
Grade 12	233
Total Enrollment	911

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9
Male	49
Non-Binary	0.1
Asian	2
Black or African American	0.2
Filipino	0.7
Hispanic or Latino	50.8
Two or More Races	4.5
White	41.6
English Learners	8.6
Homeless	0.1
Migrant	2.2
Socioeconomically Disadvantaged	31.7
Students with Disabilities	15.4

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.4	85.15	103.1	81.62	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.9	4.12	8.4	6.7	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.3	0.8	3.1	2.47	11953.1	4.28
Unknown/Incomplete/NA	4.7	9.89	11.6	9.2	15831.9	5.67
Total Teaching Positions	47.5	100	126.3	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42.3	87.02	108.2	82.99	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.77	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.6	5.4	11.3	8.66	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	1.21	2.7	2.14	11746.9	4.23
Unknown/Incomplete/NA	3	6.32	7	5.43	14303.8	5.15
Total Teaching Positions	48.7	100	130.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.7	91.64	109.6	87.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.7	7.27	12.3	9.86	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	1.4	1.19	12112.8	4.34
Unknown/Incomplete/NA	0.5	1.06	1.9	1.54	13705.8	4.91
Total Teaching Positions	51	100	125.5	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.90	2.6	3.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.90	2.6	3.7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.5	0
Local Assignment Options	0.30	0	0
Total Out-of-Field Teachers	0.30	0.5	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.4	4.6	9.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.7	3.4	1.8

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Grade(s) 9-12: Permabound, Everbind - Core full-length reading materials (novels, plays, and poems) Grade(s) 9 -12: Prentice Hall - Literature (Platinum, The American Experience, World Masterpieces) Grade(s) 9 - 12: Prentice Hall - Writing and Grammar, Communication in Action (Freshmen, Sophomore, Junior Level) AP Language and Composition Grade 11: Advanced Placement English Language and Composition, Writing for the AP Exam: English Language and Composition AP Literature and Composition Grade 12: Houghton Mifflin - Perrine's Sound & Sense, AP English Language and Composition Premium Prep English Language Development Grade(s) 9-12: National Geographic--Impact (Foundation, 1, 2, 3) Grade(s) 9-12: English 3D--Course B and C	0
Mathematics	Strategic Algrebra Support, Strategic Algebra I, Algebra1, Strategic Geometry, Geometry, Algebra II, and Advanced Algebra 2 Grade(s) 9-12 Reveal Mathematics- McGraw Hill. Ed. 2023 Finite Math & Statistics, Honors Pre-Calculus and Pre-Calculus Grade(s) 9-12: Cengage Learning - Larson, Hostetler and Edwards - Precalculus with Limits: A Graphing Approach 7th. Ed., 2016 AP Statistics	0

	Grade(s) 11-12: Bedford, Freeman, & Worth - The Practice of Statistics, 6th, 2022 AP Calculus AB Grade(s) 11-12: Cengage Learning - Calculus for AP, Larson and Battaglia, 2017	
Science	AP Biology Grade(s) 11-12: Pearson. Campbell Biology - 12th edition, Urry et al, 2021 Marine Ecology Grade(s) 9-12: McGraw-Hill - Marine Science. Castro and Huber, 2019 Biology Grade(s) 9-12: Pearson/Savvas - Biology. Miller & Levine 2020 Chemistry Grade(s) 9-12: Pearson – Chemistry. Wilbraham, Staley, Matta, Waterman, 2012 Earth Science Grade(s) 9-12: Biozone - Earth and Space Science for NGSS, 2nd edition, 2022 Physics Grade(s) 9-12: Holt - Physics. Holt California Edition, 2007 AP Physics Grade(s) 9-12: Pearson – Physics, Principles with Applications – 6th edition. Giancoli, 2009 AP Environmental Science Grade(s) 9 -12: Environment: The Science Behind the Stories 7th edition, Withgott and Brennan, 2021 Agriculture Earth Science Grade(s) 9-12: Savvas Learning Company - Conceptual Integrated Science 3rd Edition 2020, Hewitt, Lyons, Suchocki, Yeh Agri-Biology Grade(s) 10-12: Pearson - Conceptual Integrated Science 3rd Edition 2020, Hewitt, Lyons, Suchocki, Yeh Agri-Chemistry Grade(s) 11-12: Pearson - Conceptual Integrated Science 3rd Edition 2020, Hewitt, Lyons, Suchocki, Yeh Agriculture Communication and Leadership Grade (s) 10-12: Cengage - Ag Communications: A Hands-On Approach Animal Science Grade(s) 11-12: Goodheart Wilcox - Animal Science: Principles of Production, Management, and Selection. 2025	0

History-Social Science	Ethnic Studies Grade 9: A Different Mirror For Young People (A History of Multicultural America). Author: Ronald Takaki World History Grade 10: Cengage - World History: Voyages of Exploration, 2023 AP World History Grade 10 Prentice-Hall - Documents in World History, 3rd-6th Eds. 2003-2012. (AP World History) Grade 10 McGraw-Hill - Traditions & Encounters, 5th Ed. 2011. (AP World History) United States History Grade 11: Houghton Mifflin - The Americans - Reconstruction to the 20th Century, 2003 AP United States History Grade 11: Cengage - The American Pageant: A History of the American People (AP Edition), 2020 Grade 11: Give Me Liberty - Eric Foner - Early College United States History American Government/Economics Grade 12: Glencoe McGraw-Hill - US Government - Democracy in Action (Ag. Govt) Richard C. Remy, PhD Grade 12: EMC Publishing: Roger Arnold: Economics:New Ways of Thinking 2007 AP Government Grade 12: BFW Publishers: Abernathy and Waples - American Government: Stories of a Nation 2021 Included with a reader: Foundational Documents and Court Cases Reader for Stories of a Nation AP Psychology Psychology - Myers, David G. - 8th edition - 2018	0
Foreign Language	Spanish I, II, III, & Grade(s) 9-12: Vista Higher Learning: Descubre: Lengua y Cultura del Mundo Hispano (Spanish 1,2 and 3), 2017 Grade(s) 9-12: Houghton Mifflin: Sanmaniego, Mundo 21, 3rd edition (Inmersion) 2003 Spanish for Spanish Speakers I and II Grade(s) 9-12: Pearson: Encuentros Maravillosos:Gramática a través de la Literatura (Spanish for Spanish Speakers) 2011 Grade(s) 9-12: Vista Higher Learning: Galeria 1 Grade(s) 9-12: Vista Higher Learning: Galeria 2 AP Spanish Language Grade(s) 11-12: Vista Higher Learning TEMAS: AP Spanish Language and Culture 2014 French I, II, II, AP French Language	0

	Grade(s): 9-12: French 1 - Discovering French 1 Bleu - 2001, Houghton Mifflin Harcourt Grade(s): 9-12: French 2 - Discovering French 2 Blanc - 2001, Houghton Mifflin Harcourt Grade(s): 9-12: French 3 - Discovering French 3 - 2001,Houghton Mifflin Harcourt Grade(s): 11-12: AP French Language - Themes - 2016, Vista Higher Learning	
Visual and Performing Arts	Metal Sculpture and Advanced Metal Sculpture Modern Metalworking- Gerhart-Wilcox - John Walker & Kenneth W Stier 2018	
Science Laboratory Equipment (grades 9-12)	Supplies	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

HVAC mechanical systems need attention and repairs.

Year and month of the most recent FIT report	11/16/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			A-11 K-7: Room is very messy and used as a storage room need a clear walking path in room.celing tites stained due to old roof leak
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			A-11 F-4 MUSIC ROOM: STAINED CELING TILES K-15: storage room very messy K-7: Room is very messy and used as a storage room need a clear walking path in room.celing tites stained due to old roof leak
Electrical	X			A-1
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			D-4: Wall paper needs to be removed falling off the walls D-5: Wall paper needs to be removed its falling off the walls K-4: Blocked breaker panel in storage closet

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			H-MAT ROOM H-WEIGHT ROOM: Gutters in replacing full of rot and holes K-8 K-9 K-10 K-11 K-12 K-13 K-14 K-15: storage room very messy P-1: roof leaks stained tiles gutters have rot and holes P-2: Gutters in replacing full of rot and holes
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			K-7: Room is very messy and used as a storage room need a clear walking path in room.celing tites stained due to old roof leak

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	48	35	42	41	47	48
Mathematics (grades 3-8 and 11)	31	21	32	33	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	239	217	90.79	9.21	35.02
Female	126	111	88.10	11.90	46.85
Male	113	106	93.81	6.19	22.64
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	118	112	94.92	5.08	22.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	11	78.57	21.43	45.45

White	99	86	86.87	13.13	45.35
English Learners	14	12	85.71	14.29	8.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	67	61	91.04	8.96	18.03
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	27	90.00	10.00	0.00

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	239	222	92.89	7.11	20.81
Female	126	116	92.06	7.94	21.55
Male	113	106	93.81	6.19	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	118	113	95.76	4.24	7.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	12	85.71	14.29	41.67
White	99	90	90.91	9.09	33.33
English Learners	14	12	85.71	14.29	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--

Socioeconomically Disadvantaged	67	62	92.54	7.46	12.90
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	27	90.00	10.00	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	27.44	20.05	27.83	24.24	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	467	447	95.72	4.28	19.96
Female	244	233	95.49	4.51	22.41
Male	222	213	95.95	4.05	16.90
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	226	216	95.58	4.42	6.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	27	96.43	3.57	37.04
White	202	193	95.54	4.46	32.12
English Learners	29	27	93.10	6.90	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	133	129	96.99	3.01	9.30
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	60	88.24	11.76	0.00

2024-25 Career Technical Education Programs

CTE, Career and Technical Education: a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers. Courses and industries include:

* Agriculture: Agriculture Earth Science, Agri-Biology, Agri-Chemistry, Advanced Agriscience Honors, and Floraculture
* Building and Construction Trades: Essentials of Building I and Advanced Building and Construction
* Digital Illustration and Design: Digital Ilustration and Digital Design & Marketing
* Media Arts: Broadcasting and Advanced Broadcasting
* Welding and Materials Joining: Metal Sculpture I & II

All CTE programs are either approved UC/CSU and meet the A-G eligibility. Agriculture Earth Science, Agri-Biology, Agri-Chemistry, and Advanced Agriscience Honors are approved 'D' (Laboratory Science) courses. The other CTE courses are 'G' electives for graduation and A-G readiness. The Assistant Principal for Curriculum and Instruction, Lisa Longaker, and CUSD CTE Coordinator, Margaret Llamas, serve on the district CTE advisory committees for both Agriculture and Building and Construction Trades.

Community Partnerships include: advisory committees attended by professionals; HMB Chamber and Rotary sponsor annual senior seminars in career preparation; and AG boosters arrange use of farms and ranches in the community for student

2024-25 Career Technical Education Programs

projects.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	308
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	26.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	98.99
Graduates Who Completed All Courses Required for UC/CSU Admission	34.84

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95.87	95.87	95.87	95.87	95.87

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Half Moon Bay High School offers many opportunities for parents and guardians to become involved in the school. The support for our students and programs is tremendous, and we encourage all parents to get involved in their child's school. Parents are encouraged to communicate with teachers, counselors, administration, and other staff to ensure that open lines of communication exist. Ongoing communication is also provided by a weekly newsletter, Messenger, YouTube videos, and at our website at: https://hmbhs.cabrillo.k12.ca.us/home

Some of our parent organizations include:
School Site Council - Elected positions and to all parents, guardians, community members, and students
Half Moon Bay High School PTO - Open to all parents and guardians
Boosters Athletic Corporation (BAC) - Open to all parents and guardians
Agriculture Boosters (Future Farmers of America) - Open to all parents and guardians and community members
Friends of Cougars in Concert (Band/Chorale) - Open to all parents and guardians
English Language Advisory Committee (ELAC) - Elected positions and open to all parents, guardians, community members and students
District English Learner Advisory Committee (DELAC) - Elected position and and open to all parents, guardians, community members and students
Cougar Community on Campus - Open to all parents and guardians

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	6.9	7.3	3.2	10	7.8	5.4	8.2	8.9	8
Graduation Rate	90.6	91.9	96.4	86.6	89.1	92.2	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	222	214	96.4
Female	115	112	97.4
Male	106	101	95.3
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	102	96	94.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	14	14	100.0
White	102	100	98.0
English Learners	28	25	89.3
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	95	89	93.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	38	36	94.7

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	919	901	178	19.8
Female	471	466	94	20.2
Male	447	434	84	19.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	6	33.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	464	450	98	21.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	39	39	11	28.2
White	389	385	61	15.8
English Learners	78	75	20	26.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	288	280	69	24.6
Students Receiving Migrant Education Services	20	19	6	31.6
Students with Disabilities	141	139	46	33.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.06	3.29	2.39	2.74	2.59	2.4	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.2	0	0	0.11	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.39	0.00
Female	0.85	0.00
Male	4.03	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.23	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.56	0.00
White	1.29	0.00
English Learners	3.85	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.51	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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

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

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

Staff has received training from ICS for incident command procedures. Administration and staff are also trained in the San Mateo County Big 5 Safety Protocol for emergency response. During each school year, we hold Two Evacuation Drills, one Drop Cover and Hold On drill, and one Secure Campus drill.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	25	20	4
Mathematics	22	17	23	4
Science	24	8	18	5
Social Science	26	8	23	4

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	21	17	8
Mathematics	21	19	18	5
Science	25	11	9	5
Social Science	24	9	17	10

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	26	15	3
Mathematics	22	18	16	4
Science	24	5	14	1
Social Science	22	16	12	7

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	329

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,558	$2,415	$7,143	$80,262
District	N/A	N/A	$7,419	$86,288
Percent Difference - School Site and District	N/A	N/A	-3.8	-3.7
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-40.5	-8.8

Fiscal Year 2024-25 Types of Services Funded

The goal at Half Moon Bay is to use data to drive our instruction and through the data analysis, we will provide the necessary services to support the needs of our students. The types of services funded at Half Moon Bay High School are the following:

1-to-1 Chromebook program
Bilingual Community Relations Assistant
TUPE Tobacco Education
Advanced Placement Testing
SAT/PSAT Testing
Staff Development
After school tutoring
AVID program
Safe Space
PBIS
Wellness program

Fiscal Year 2024-25 Types of Services Funded

Social-Emotional Personal Learning Plans
Academic Personal Learning Plans
Restorative practices
Alternate to Suspension Program for controlled substance use
Post suspension counseling
CTE program: Agriculture and Natural Resources, Building and Construction Trades, Digital Illustration pathways
Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,045	$57,978
Mid-Range Teacher Salary	$81,868	$89,612
Highest Teacher Salary	$111,090	$117,194
Average Principal Salary (Elementary)	$141,268	$143,632
Average Principal Salary (Middle)	$155,808	$149,447
Average Principal Salary (High)	$164,457	$162,334
Superintendent Salary	$241,036	$234,076
Percent of Budget for Teacher Salaries	26.72%	27.81%
Percent of Budget for Administrative Salaries	6.8%	5.47%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	35.2

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

Subject	Number of AP Courses Offered
Computer Science	1
English	6
Fine and Performing Arts	2
Foreign Language	3
Mathematics	3
Science	2
Social Science	10
Total AP Courses Offered Where there are student course enrollments of at least one student.	45

Professional Development

Half Moon Bay has had the opportunity to participate in many professional developments aligned to the needs of our students. We use student data and survey responses to better meet the needs of our students and develope a cohesive professional development plan. Here are some examples of the professional development that the Half moon Bay has engaged in.
Record of PD (District and Site Based)

2025-2026
8/12/2025 - Mandated Training
8/20/2025 - Departments plan 1st Quarter Benchmark Assessments
9/12/2025 - PowerSchool and Work Place Violence Training
9/18/2025 - Departments continue to plan and schedule 1st Quarter Benchmark Assessments
10/8/2025 - Departments compare results from 1st Quarter Benchmar Assessments and identify areas of concern
10/17/2025 - AVID WICOR Training: Philosophical Chairs
1/30/2026 - Trama Informed Practices Training
2/17/2026 - AI Training
3/27/2026 - AI Training
4/24/2026 - HMBHS and Cunha Intermediate Articulation

2024-2025
8/12/2024 - District Staff Development: Mandated training, PowerSchool & Schoology PD
8/22/2024 - Discuss bi-annual benchmarks that align content area and CCR standards
9/13/2024 - Site Led Super Friday (WASC Preparation)
9/19/2024 - WASC Home Group Work
10/3/2024 - WASC Home Group Work
10/9/2024 - WASC Home Group Work
10/18/2024 - Site Led Super Friday (WASC Focus Group Work)
1/31/2025 - District Led Super Friday (Student Engagement: (i.e. Chronic Absenteeism/Attendance)
2/5/2025 - Prepare Q4 benchmarks aligned to CCR Standards
2/28/2025 - District Led Super Friday (Student Engagement: (Academic Improvement)
3/13/2024 - Staff meeting: Preparation for WASC Visiting Committee
3/28/2025 - Site Led Super Friday (Secondary Level Articulation: vertical and horizontal alignment)
4/25/2025 - District Led Super Friday (Student Engagement: TBD)

Professional Development

2023-2024
8/14/2023 - Training with the use of PowerSchool and Schoology
8/24/2023 - Departmental meetings about 8/14/2023 Schoology training
9/6/2024 - CUSD Compliance training & Presentation HMBHS Educator Norms I
9/15/2023 - Site Let Super Friday (Powerschool & Schoology Training)
9/21/2023 - IEP/504 refresher & Schoology Training
10/5/2023 - Departmental meetings to establish bi-annual benchmarks aligned to CCR Standards
10/12/2023 - Training about Schoology gradebook settings
10/20/2023 - District Led Super Friday (Literacy: Designated and Integrated ELD & MTSS)
10/25/2023 - Departmental debrief of results from 1st benchmarks
11/8/2023 - Wellness Program presentation & Presentation HMBHS Educator Norms II
11/30/2023 - Department meeting to discuss 1st quarter benchmark results aligned to CCR Standards
1/26/2024 - Site led Super Friday (PBIS & Reunification Drill)
2/9/2024 - District Led Super Friday (Literacy: Designated and Integrated ELD & MTSS)
2/9/2024 - Ed Specialist PD: Managing IEP support and services
3/22/2024 - Site Led Super Friday (Secondary Level Articulation: curriculum and instruction in the content area)
3/27/2024 - Departments compile data from Q3 benchmark aligned to CCR Standards and discuss areas of focus
4/26/2024 - Workplace Violence Prevention Training required under SB 553

2022-2023
8/8/2022 - District led PD: "Equity; MTSS; Restorative Practices - Staff Meeting: Welcome Back; Introductions; school climate; grading policies; family communication; SLS Referrals; 504/IEP compliance.
8/12/2022 - Design/Plan and schedule initial assessment to gauge student learning level
9/2/2022 - Housekeeping; Compliance Packet
9/16/2022 - Equity; MTSS; PBIS
9/23/2022 - Debrief initial assessment to gauge student learning level
10/7/2022 - Safety/ICS4 School (safety consultant)
10/14/2022 - TUPE; whole site literacy; integrated ELD; differentiation; project based learning
11/4/2022 - Collaborate and plan implementation of Integrated ELD and differentiation instructional strategies
12/9/2022 - Share out and debrief about Integrated ELD and differentiation instructional strategies
1/6/2023 - Review Student Planning Guide; Complete teaching schedule requests; plan course informational meetings
1/13/2023 - Equity; MTSS; PBIS
1/27/2023 - PBIS; School Climate; housekeeping
2/10/2023 - School Climate (PBIS strategies; SLS referral process; restorative practices in the classroom)
3/3/2023 - Collaborate and plan implementation of Integrated ELD and differentiation instructional strategies
3/17/2023 - Equity; MTSS; PBIS
3/31/2023 - Prepare for Cunha and HMBHS Articulation: Vertical articulation & share your lesson/unit design (Integrated ELD; Differentiation, PBL, and/or AVID strategies)
4/21/2023 - Cunha IS and HMBHS Articulation: Share your lesson/unit design (Integrated ELD; Differentiation, PBL, and/or AVID strategies)
4/28/2023 - Debrief Super Friday; housekeeping

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	14	13	

Kings Mountain Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview 	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Kings Mountain Elementary School
Street	498 Kelly Ave, Half Moon Bay, CA 94019
City, State, Zip	Woodside, CA 94062
Phone Number	(650) 712-7180
Principal	David Jones
Email Address	jonesd@cabrillo.k12.ca.us
School Website	https://kingsmountain.cabrillo.k12.ca.us/home
Grade Span	K-5
County-District-School (CDS) Code	41 68890 6043657

2025-26 District Contact Information

District Name	Cabrillo Unified School District
Phone Number	(650) 712-7100
Superintendent	Dr. Ramon Miramontes
Email Address	miramontesr@cabrillo.k12.ca.us
District Website	www.cabrillo.k12.ca.us

2025-26 School Description and Mission Statement

Kings Mountain Elementary School Overview
For more than sixty-eight years, Kings Mountain Elementary School has offered a close-knit, high-quality educational experience. Serving approximately fifty children in kindergarten through 5th grade from the Kings Mountain and Coastside communities, the school's intimate scale allows every student to be known, supported, and celebrated.
Teachers and staff stay connected to students as they grow through the grade levels, ensuring consistent understanding of each learner's needs. Multi-age groupings are used in all classrooms, creating a flexible and collaborative learning environment. Paraeducators and parent volunteers work alongside teachers to support instruction across subject areas and grade levels. Students enjoy weekly integrated experiences in the library, art, science, and physical education, taught through a blend of district and parent-funded specialists. On the playground, children of all ages play together, guided by staff who help cultivate an inclusive, caring social environment.

Mission Statement
We are here to foster the development of creative, courageous, and compassionate human beings who are committed to realizing their full potential while supporting others to do the same.
We will provide a safe and nurturing learning environment where every student receives an academically challenging curriculum, develops a strong sense of personal responsibility, respects others, and practices good citizenship.
We will promote a strong, collaborative partnership that actively involves students, parents, teachers, school personnel, and the wider community in accomplishing our mission.

Student Outcomes
Students will:
Develop the foundational skills and knowledge needed to function confidently and independently, and to pursue individual learning passions.
Cultivate a healthy sense of self-worth, learn to value and respect others, and communicate effectively with both peers and adults.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	13
Grade 1	11
Grade 2	8
Grade 3	9
Grade 4	2
Grade 5	3
Total Enrollment	46

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.3
Male	45.7
Black or African American	2.2
Filipino	2.2
Hispanic or Latino	17.4
Two or More Races	2.2
White	73.9
Socioeconomically Disadvantaged	17.4
Students with Disabilities	8.7

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3	100	103.1	81.62	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	8.4	6.7	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.1	2.47	11953.1	4.28
Unknown/Incomplete/NA	0	0	11.6	9.2	15831.9	5.67
Total Teaching Positions	3	100	126.3	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3	100	108.2	82.99	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	11.3	8.66	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.7	2.14	11746.9	4.23
Unknown/Incomplete/NA	0	0	7	5.43	14303.8	5.15
Total Teaching Positions	3	100	130.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3	100	109.6	87.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	12.3	9.86	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	1.4	1.19	12112.8	4.34
Unknown/Incomplete/NA	0	0	1.9	1.54	13705.8	4.91
Total Teaching Positions	3	100	125.5	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) TK-5: Benchmark Advanced, 2022 Grade(s) K-2: Wilson Fundations phonics Grade(s) TK-3: Heggerty Grade(s) K-5: The Fountas and Pinnell System 1 (Grades K-2) System 2 (Grades 3-5) Benchmark Reading Assessment and other supplemental materials	0
Mathematics	Bridges in Mathematics TK- 5 Program, 2017 The Math Learning Center and other supplemental materials	0
Science	Grade(s) TK-5 Mystery Science FOSS California Edition, 2023 and other supplemental materials	0
History-Social Science	Grade(s) K-5 Studies Weekly	0
Foreign Language		
Health	Grade 5 Puberty Talk	
Visual and Performing Arts	VAPA by Young Audiences of Northern California	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Based on the Facility Inspection Tool (FIT) assessment, the overall condition of the school facility is Good, this indicates that the campus is generally safe, functional, and maintained in accordance with Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b). Essential building systems, including electrical, interior surfaces, structural components, and fire safety systems, were found to be operational, with no major health or safety concerns. Classrooms and instructional spaces remain suitable for learning, and custodial efforts ensure that cleanliness standards are consistently met across the campus.

One minor issue were noted during the inspection, wear on flooring. These items do not pose immediate safety hazards but have been identified for correction through routine maintenance and work-order scheduling. The school continues to prioritize improvements that directly support student health, safety, and accessibility.

Overall, Kings Mountain Elementary School remains in Good condition and continues to meet state standards for facility quality, safety, and functionality. Ongoing maintenance efforts, combined with careful monitoring through the FIT process, support a caring and safe learning environment for all students and staff.

Year and month of the most recent FIT report	11/17/2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	93	86	42	41	47	48
Mathematics (grades 3-8 and 11)	80	50	32	33	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	14	14	100.00	0.00	85.71
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	14	14	100.00	0.00	50.00
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	--	27.83	24.24	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

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

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Kings Mountain School thrives because of its deeply supportive family community. Parents and caregivers play an essential role in creating a warm, connected, and enriching environment for all students. Family volunteers contribute in many ways, including classroom support, field trip chaperoning, library assistance, and participation in school-wide initiatives through our Parent Organization.

Collaborative Parent Organizations
1. School Site Council (SSC)
The SSC helps shape the school's academic vision by setting curriculum goals and guiding the development of the School Site Plan.
Contact: Aisha Baro at aishabaro@gmail.com

2. Kings Mountain Associated Parents (KMAP)
KMAP provides financial support for essential programs and improvements not covered by the state education budget.
KMAP currently funds more than 25% of the school's overall budget, including 100% of a half-time teacher's salary.
Contact: Ben Morrow at kmappresident@gmail.com

Volunteer Opportunities
Families can support KMES through many hands-on opportunities, including:

Classroom activities
Science support (TK–3)
Materials and supplies preparation
Field trip chaperoning
Library support
School-day enrichment projects

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	49	48	4	8.3
Female	27	26	1	3.8
Male	22	22	3	13.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	35	34	3	8.8
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	2.74	2.59	2.4	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.11	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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

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

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

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

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

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	1	0	0
1	11	1	0	0
2	5	1	0	0
3	5	1	0	0
4	10	1	0	0
5	12	1	0	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	1	0	0
1	8	1	0	0
2	8	1	0	0
3	4	1	0	0
4	3	1	0	0
5	9	1	0	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	1		
1	11	1		
2	8	1		
3	9	1		
4	2	1		
5	3	1		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,050	$11,964	$2,086	$81,077
District	N/A	N/A	$7,419	$86,288
Percent Difference - School Site and District	N/A	N/A	-112.2	-2.7
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-135.1	-7.8

Fiscal Year 2024-25 Types of Services Funded

Kings Mountain School receives several district and county services that strengthen student learning and overall school operations.

Specialized Student Services:

Speech and Language Therapy
Special Education Services

These supports ensure that students with identified needs receive targeted, individualized assistance.

Centralized District Services:

The school also benefits from district-level support in:
Business operations

Fiscal Year 2024-25 Types of Services Funded

Personnel services
Curriculum development

These centralized services help Kings Mountain maintain smooth operations and high-quality instructional programs.

Migrant Education Program

Students identified through the Migrant Education Program receive:
Additional academic support
Access to social and health services
Parent education opportunities

School-Link Services
Students may also be referred for School-Link Services, which offer coordinated mental health and social-emotional supports.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,045	$57,978
Mid-Range Teacher Salary	$81,868	$89,612
Highest Teacher Salary	$111,090	$117,194
Average Principal Salary (Elementary)	$141,268	$143,632
Average Principal Salary (Middle)	$155,808	$149,447
Average Principal Salary (High)	$164,457	$162,334
Superintendent Salary	$241,036	$234,076
Percent of Budget for Teacher Salaries	26.72%	27.81%
Percent of Budget for Administrative Salaries	6.8%	5.47%

Professional Development

Kings Mountain Elementary School is committed to ongoing professional growth that supports students' academic, social, and emotional success as 21st-century learners.

Commitment to Continuous Learning

All classroom teachers participate in districtwide staff development. Throughout the year, staff members attend district, county, and state workshops to strengthen instructional skills and deepen their understanding of effective teaching practices. They bring this learning back to the site and share their insights during regularly scheduled staff meetings.

Professional learning focus areas are aligned with:
The District Local Control Accountability Plan (LCAP)
The School Plan for Student Achievement (SPSA)

Current Focus Areas

This year, KMES is prioritizing:

Professional Development

Social-Emotional Learning (SEL)
Multitiered Systems of Support (MTSS)

KMES Leadership Team

All teachers serve on the KMES Leadership Team, which meets monthly for one hour to:
Review and reflect on student learning data
Share new strategies and effective classroom practices
Identify and troubleshoot instructional challenges

Data-Driven Collaboration

Data meetings allow staff to:
Analyze student progress
Target individual and group learning needs
Adjust classroom practices to increase engagement and achievement

Student assessment data, combined with classroom-based evidence, guides the direction of professional development and instructional planning.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6+	6+	6+

Manuel F. Cunha Intermediate School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview 	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Manuel F. Cunha Intermediate School
Street	498 Kelly Ave.
City, State, Zip	Half Moon Bay, CA 94019
Phone Number	(650) 712-7190
Principal	Victor Guzman
Email Address	guzmanv@cabrillo.k12.ca.us
School Website	https://cunha.cabrillo.k12.ca.us/
Grade Span	6-8
County-District-School (CDS) Code	41 68890 6043665

2025-26 District Contact Information

District Name	Cabrillo Unified School District
Phone Number	(650) 712-7100
Superintendent	Dr. Ramon Miramontes
Email Address	miramontesr@cabrillo.k12.ca.us
District Website	www.cabrillo.k12.ca.us

2025-26 School Description and Mission Statement

Cunha Intermediate School is part of the Cabrillo Unified School District and is located in Half Moon Bay, California, a city of approximately 13,000. We are 25 miles south of San Francisco, 40 miles east of San Jose, and 48 miles north of Santa Cruz. Our school has an enrollment of approximately 522 students, and 26 teachers instruct grades six, seven, and eight.

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

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	168
Grade 7	160
Grade 8	190
Grade 9	3
Total Enrollment	521

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7
Male	48.9
Non-Binary	0.4
Asian	1.3
Filipino	0.6
Hispanic or Latino	52
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.4
White	40.1
English Learners	10
Homeless	0.4
Migrant	3.6
Socioeconomically Disadvantaged	31.3
Students with Disabilities	15.5

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21	72.79	103.1	81.62	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.5	8.67	8.4	6.7	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.4	1.53	3.1	2.47	11953.1	4.28
Unknown/Incomplete/NA	4.9	16.98	11.6	9.2	15831.9	5.67
Total Teaching Positions	28.8	100	126.3	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.9	78.22	108.2	82.99	231142.4	83.24
Intern Credential Holders Properly Assigned	1	3.57	1	0.77	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.1	4.14	11.3	8.66	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	3.57	2.7	2.14	11746.9	4.23
Unknown/Incomplete/NA	2.9	10.46	7	5.43	14303.8	5.15
Total Teaching Positions	28	100	130.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.3	80.57	109.6	87.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.6	13.8	12.3	9.86	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.3	1.25	1.4	1.19	12112.8	4.34
Unknown/Incomplete/NA	1.1	4.31	1.9	1.54	13705.8	4.91
Total Teaching Positions	26.4	100	125.5	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	2.50	1.1	3.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.50	1.1	3.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1	0
Local Assignment Options	0.40	0	0.3
Total Out-of-Field Teachers	0.40	1	0.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.5	4.6	22.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3	0	7.7

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Mirrors & Windows ELA program 6-8 grades, 2016 Edition EMC Publishing, LLC	0
Mathematics	Grade 6: McGraw-Hill Education (2020): Reveal Math Course 1, Volume 1 & 2 Grade 7: McGraw-Hill Education (2020): Reveal Math Course 1, Volume 1 & 2 Grade 8: McGraw-Hill Education (2020): Reveal Math Course 3, Volume 1 & 2, McGraw-Hill Education (2020): Reveal Algebra 1, Volume 1 & 2	0
Science	Grade 6: Amplify Science (Earth Science), 2018 edition Grade 7: Amplify Science (Life Science), 2018 edition Grade 8: Amplify Science (Physical Science), 2018 edition	0
History-Social Science	Grade(s) 6-8: Teachers Curriculum Institute - History Alive! 2016 edition	0
Foreign Language	Grade 6: Galería de lengua y cultura : Español para hispanohablantes A, 2020 edition Grade 7: Galería de lengua y cultura : Español para hisplanohablantes A/B, 2020 edition Grade 8: Galería de lengua y cultura : Español para hisplanohablantes C, 2020 edition	0
Health	Teen Talk Middle School (2010) First Edition (Online)	0
Visual and Performing Arts	IPads, Guitars, Art Supplies	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Planning to repair electrical access in A building.

Year and month of the most recent FIT report	11/13/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			E-9: Heater not working due to vent pipe not attched after new roof install. M.U ROOM: Bathrooms have no ventaltion.The sewer alwas clogs,bathrooms smell due to no air turn over
Interior: Interior Surfaces	X			:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			D-10: rat issue due to food and cooking classes D-11: rat issue due to food and cooking classes FITNESS ROOM: storage room needs to be cleand with a clear walk way M.U ROOM: Bathrooms have no ventaltion.The sewer alwas clogs,bathrooms smell due to no air turn over
Electrical	X			LIBRAY: lights do not turn off with switch
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			M.U ROOM: Bathrooms have no ventaltion.The sewer alwas clogs,bathrooms smell due to no air turn over
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			GIRLS LOCKER ROOM: storage room needs to have a clear walk way Door frame is cracked

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	40	41	42	41	47	48
Mathematics (grades 3-8 and 11)	26	33	32	33	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	522	512	98.08	1.92	41.02
Female	261	254	97.32	2.68	44.49
Male	260	257	98.85	1.15	37.35
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	274	265	96.72	3.28	20.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	33	100.00	0.00	66.67
White	204	203	99.51	0.49	63.05
English Learners	47	45	95.74	4.26	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	157	150	95.54	4.46	19.33
Students Receiving Migrant Education Services	16	16	100.00	0.00	12.50
Students with Disabilities	81	76	93.83	6.17	6.58

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	522	513	98.28	1.72	33.14
Female	261	256	98.08	1.92	30.86
Male	260	256	98.46	1.54	35.16
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	274	266	97.08	2.92	13.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	33	100.00	0.00	60.61
White	204	203	99.51	0.49	52.71
English Learners	47	45	95.74	4.26	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	157	152	96.82	3.18	13.16
Students Receiving Migrant Education Services	16	16	100.00	0.00	6.25
Students with Disabilities	81	76	93.83	6.17	9.21

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	28.57	30.98	27.83	24.24	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	190	185	97.37	2.63	30.81
Female	91	88	96.70	3.30	35.23
Male	99	97	97.98	2.02	26.80
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	100	96	96.00	4.00	13.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	54.55
White	76	75	98.68	1.32	46.67
English Learners	11	10	90.91	9.09	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	60	57	95.00	5.00	17.54
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	24	88.89	11.11	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	92.64	94.48	69.94	98.16	73.01

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Cunha Intermediate School offers many opportunities for parents and guardians to become involved in the school. The support for our students and programs is tremendous, and we encourage all parents to get involved in their child's school. Please contact the principal, Mr. Victor Guzman, at guzmanv@cabrillo.k12.ca.us, call Cunha Intermediate School at 650-712-7190, or connect via our website: https://cunha.cabrillo.k12.ca.us/

Some of our parent organizations and events include:
•Parent/Student Orientations
•Music Boosters
•Band Concerts and Parades
•Athletic Boosters
•Parent Teacher Organization
•English Learner Advisory Council
•Spanish Immersion Parent Association
•School Site Council
•Cabrillo Education Foundation
•Back to School Night
•Parent Information Nights
•5th Grade Parent Night
•Parent-Teacher Conferences
•Challenge Day
•Admanced Math Parent Night
•Science Fair Project Parent Night

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	530	527	75	14.2
Female	266	264	35	13.3
Male	263	262	40	15.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	281	278	49	17.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	33	33	2	6.1
White	204	204	24	11.8
English Learners	86	83	18	21.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	168	168	30	17.9
Students Receiving Migrant Education Services	19	19	2	10.5
Students with Disabilities	88	87	18	20.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.88	5.73	6.6	2.74	2.59	2.4	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.18	0	0	0.11	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.60	0.00
Female	4.14	0.00
Male	9.13	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.05	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	12.12	0.00
White	6.37	0.00
English Learners	6.98	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.36	0.00
Students Receiving Migrant Education Services	5.26	0.00
Students with Disabilities	12.50	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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

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

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

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	8	13	0
Mathematics	23	4	13	0
Science	26	3	13	0
Social Science	27	0	14	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	7	13	
Mathematics	24	5	9	2
Science	27	2	13	
Social Science	29	1	12	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	7	12	
Mathematics	22	3	12	1
Science	24	2	15	
Social Science	27	1	12	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	271

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,411	$2,786	$7,625	$86,259
District	N/A	N/A	$7,419	$86,288
Percent Difference - School Site and District	N/A	N/A	2.7	3.5
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-34.2	-1.6

Fiscal Year 2024-25 Types of Services Funded

Cunha Intermediate School funds several schoolwide initiatives to improve and enhance student academic performance. Currently, the programs funded at the school include:

- Schoology/PowerSchool
- Homework Club/Intervention Center
- Boys and Girls Club After School Tutoring
- School/Community Liaison
- School Linked Services
- Google Apps for Education
- IXL
- Brain Pop
- i-Ready
- Desmos
- Rosetta Stone
- Gizmos

Fiscal Year 2024-25 Types of Services Funded

- Delta Math
- Flocabulary
- Identified students also receive support from the Migrant Education Program, which provides additional educational support, health services, and parent education.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,045	$57,978
Mid-Range Teacher Salary	$81,868	$89,612
Highest Teacher Salary	$111,090	$117,194
Average Principal Salary (Elementary)	$141,268	$143,632
Average Principal Salary (Middle)	$155,808	$149,447
Average Principal Salary (High)	$164,457	$162,334
Superintendent Salary	$241,036	$234,076
Percent of Budget for Teacher Salaries	26.72%	27.81%
Percent of Budget for Administrative Salaries	6.8%	5.47%

Professional Development

We believe that Administrative and staff participation in professional growth activities are essential for professional excellence and student success in achieving standards. Cunha is committed to continuous individual and collective professional growth. Representatives from Cunha staff sit on the school site leadership committee, which meets regularly to determine professional development for staff in-services. Assessment data, school improvement plans, teacher surveys, curriculum, and student needs determine yearly activities.

Teachers participate in professional development throughout the school, district, county, and state. Numerous teachers, administrators, and counselors have attended the AVID Summer Institute the past three years. Our Math Department has participated in the annual Asilomar Conference of the California Math Council North Section, Agile Mind training, as well as participating in the Silicon Valley Math Initiative. Language Arts teachers have participated in the Young Adult Literature Conference, Common Core State Standards (CCSS) workshops, and the Teacher's College Writer's Workshop.

During the 2022-23 school year, professional development at Cunha focused on refining and implementing the PBIS framework. Additionally, staff worked collaboratively to analyze data from SBAC scores to better serve at-promise students. At the district level, professional development had a continued focus on equity relating to grading and instruction.

The 2023-24 initiatives were a continuation of the initiatives started in 22-23. Due to a new PBIS grant, our PBIS cohort has been working to improve staff implementation of PBIS school-wide strategies. We also continued our focus on supporting at-promise students and engaged in professional development around strategies to support English language learners.

During the 2024–25 school year, our professional development continued to focus on implementing PBIS strategies in the classroom. Teachers also analyzed student data to strengthen instructional practices and improve outcomes. In addition, training emphasized strategies for fostering a safe and affirming learning environment for all students.

Cunha also offers numerous opportunities for all teachers to collaborate with other teachers, through our weekly collaboration

Professional Development

time. Each year our staff develops professional consensus on curriculum, instruction, discipline, and school operation via our Leadership Team, Department Chairs, and staff meetings. All members of our staff are essential components in fostering student achievement.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	7+	7+	7+

Pilarcitos High School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Internet Access

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

2025-26 School Contact Information

School Name	Pilarcitos High School
Street	498 Kelly Ave., Half Moon Bay, CA 94019
City, State, Zip	Half Moon Bay, CA 94019
Phone Number	(650) 712-7224
Principal	David Jones
Email Address	jonesd@cabrillo.k12.ca.us
School Website	https://pilarcitos.cabrillo.k12.ca.us/
Grade Span	9-12
County-District-School (CDS) Code	41 68890 4130027

2025-26 District Contact Information

District Name	Cabrillo Unified School District
Phone Number	(650) 712-7100
Superintendent	Ramon Miramontes
Email Address	miramontesr@cabrillo.k12.ca.us
District Website	www.cabrillo.k12.ca.us

2025-26 School Description and Mission Statement

1. Our Purpose

We recognize the importance of providing an alternative learning environment where students have the opportunity to:
Complete required academic coursework to earn a high school diploma.
Engage in personalized educational pathways, including Independent Study, Work Experience, and Career Technical Education.
Receive holistic support addressing physical, emotional, and mental health needs.

2. What We Believe Students Can Achieve

Within this supportive environment, we aim to help students:
Clarify their personal and educational values
Develop a strong and positive self-concept
Achieve their individual academic and life goals
Become contributing and productive citizens

3. Our Commitment as a School Community

The Pilarcitos High School family works together to cultivate:
A peaceful learning environment
A safe space to explore academic, social, and emotional growth
An atmosphere of unconditional support and guidance that encourages lifelong learning

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	5
Grade 12	19
Total Enrollment	25

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40
Male	60
Hispanic or Latino	80
Two or More Races	4
White	16
English Learners	20
Socioeconomically Disadvantaged	52
Students with Disabilities	36

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.6	66.67	103.1	81.62	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	8.4	6.7	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	30.11	3.1	2.47	11953.1	4.28
Unknown/Incomplete/NA	0	1.08	11.6	9.2	15831.9	5.67
Total Teaching Positions	0.9	100	126.3	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.6	48.8	108.2	82.99	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.77	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	11.3	8.66	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	46.4	2.7	2.14	11746.9	4.23
Unknown/Incomplete/NA	0	4	7	5.43	14303.8	5.15
Total Teaching Positions	1.2	100	130.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.5	40	109.6	87.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	12.3	9.86	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	60	1.4	1.19	12112.8	4.34
Unknown/Incomplete/NA	0	0	1.9	1.54	13705.8	4.91
Total Teaching Positions	1.2	100	125.5	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.20	0.5	0.7
Total Out-of-Field Teachers	0.20	0.5	0.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) 9-12: Permabound; Everbind - Core full-length reading materials (novels, plays, and poems) Grade(s) 9 -12: Prentice Hall - Literature (Platinum, The American Experience, World Masterpieces) Grade(s) 9 - 12: Prentice Hall - Writing and Grammar, Communication in Action (Freshmen, Sophomore, Junior Level) Grade(s) 12: Houghton Mifflin - Perrine's Sound & Sense (AP) Adult Education: Paxen - TABE Tutor Reading and Language Levels E, M, D, A Grade 9-12: McGraw Hill - HSE Reading Grade 9-12: McGraw Hill - HSE Writing English Language Development Grade(s) 9-12: National Geographic--Impact (Foundation, 1, 2, 3) Grade(s) 9-12: English 3D--Course B and C	0
Mathematics	Algebra1, Geometry and Algebra 2 Grade(s) 9-12: College Preparatory Mathematics (CPM): Course 1,2, and 3. Core Connections. 2013 Second Edition, Version 5.0 Algebra 1 Grade 9-12: Pearson - Common Core Algebra 1 Basic Math Grade 9-12: McGraw Hill - HSE Math Adult Education: Paxen - TABE Tutor Math Levels E, M, D, A	0
Science	Biology Grade(s) 9-12: Pearson/Savvas - Biology. Miller & Levine 2020 Earth Science Grade(s) 9-12: Prentice Hall - Prentice Hall Earth Science California Edition. Tarbuck and Lutgens, 2006	0

	Grade 9-12: McGraw Hill - HSE Science	
History-Social Science	Freshmen Social Studies Grade 9: Prentice Hall - World Geography Grade 9: Pearson - The Cultural Landscape, 11th edition AP Human Geography Grade 9: Prentice Hall: The Cultural Landscape: An Introduction to Human Geography (AP Human Geography) by Rubenstein, James M. 2011, 10th edition World History Grade 10: McDougall-Littell - Modern World History: Patterns of Interaction Grade 10 Prentice-Hall - Documents in World History, 3rd-6th Eds. 2003-2012. (AP World History) Grade 10: World Studies - World Geography: Pearson. Building a Global Perspective. 2009 Grade 10 McGraw-Hill - Traditions & Encounters, 5th Ed. 2011. (AP World History) United States History Grade 11: Houghton Mifflin - The Americans - Reconstruction to the 20th Century, 2003 Grade 11: Houghton Mifflin - The American Pageant 2002 (AP) Grade 11: Give Me Liberty - Eric Foner - Early College United States History American Government/Economics Grade 12: Glencoe McGraw-Hill - US Government - Democracy in Action (Ag. Govt) Richard C. Remy, PhD Grade 12 EMC Publishing- Economics New Ways of Thinking Arnold 2007 (need new book) Grade 9-12: McGraw Hill - HSE Social Studies	0
Foreign Language	Spanish Grade(s) 9-12: Vista Higher Learning: Descubre: Lengua y Cultura del Mundo Hispano (Spanish 1,2 and 3), 2017	0
Science Laboratory Equipment (grades 9-12)		0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The Pilarcitos campus is new, having been opened in 2017. It is a facility in excellent repair and provides modern accommodations and infrastructure for teaching and learning.

Year and month of the most recent FIT report	December 2025

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

School Facility Conditions and Planned Improvements				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	0	11	42	41	47	48
Mathematics (grades 3-8 and 11)	0	13	32	33	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12	9	75.00	25.00	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0

White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12	8	66.67	33.33	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	6.25	6.67	27.83	24.24	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	29	15	51.72	48.28	6.67
Female	--	--	--	--	--
Male	20	13	65.00	35.00	7.69
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	23	11	47.83	52.17	9.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	7	41.18	58.82	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Farm-to-Desk Program Overview (Current & Future Vision)

Pilarcitos currently has no formal Career Technical Education (CTE) pathways. However, we are exploring how to expand our existing Farm-to-Desk program into a fully aligned CTE Culinary Arts course.

Current Program: Farm-to-Desk (2023–24)

On Mondays, students participate in Farm-to-Desk, where part of the weekly harvest is prepared and cooked by students—for students. This program emphasizes the importance of eating healthy, fresh, local food. Students take pride in knowing that the dish they prepare includes ingredients they helped grow, harvest, and bring to the table.
Although the Coyote Farms Project is not currently active, we hope to bring it back in the near future as it has historically been an essential component of the program, connecting agriculture, culinary arts, science, and community engagement.

Coyote Farms Project (Currently On Hold, Planned for Future Return)
For many years, the Coyote Farms Project allowed Pilarcitos High School students to leave the traditional classroom and work at Potrero Nuevo Farm, participating in the day-to-day operations of a diversified organic farm. The project provided hands-on learning, real-world skills, and meaningful opportunities for at-risk youth. We are actively exploring ways to revive this project.

2024-25 Career Technical Education Programs

Marketing & Entrepreneurship

Students previously developed business and marketing skills by:
Marketing produce boxes
Creating specialty items (e.g., lip balm, wreaths)
Conducting market research
Developing marketing plans
Advertising products
Managing budgets
Engaging with the community
These experiences helped students understand what it takes to run a small business.

Hands-On Science & Sustainable Agriculture
The program embedded science directly into farm work—connecting concepts from biology, chemistry, and nutrition to:
Starting seeds
Managing soil
Tending crops
Understanding sustainable agriculture practices
Real Food Education
Students prepared nutritious dishes such as veggie quesadillas, salads, wood-fired pizza, and chili, learning how to turn farm-grown ingredients into healthy meals.

Program Impact

Coyote Farms provided powerful learning moments:
Students who had never seen a potato grow were able to plant, tend, harvest, and cook with them. They learned firsthand:

Which vegetables grow in which seasons
How local food systems work
How their own choices can influence healthy food access

The program built confidence, curiosity, and a deeper connection to the local agricultural community.

2024-25 Career Technical Education (CTE) Participation

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

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	(--)	(--)	(--)	(--)	(--)

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

1. Administrative Assistant: Our Frontline of Communication

Our Administrative Assistant plays a vital role in maintaining strong school–home partnerships. They:
Provide essential support in connecting with parents and guardians
Contact families when students are tardy or absent

Coordinate communication and scheduling for:

Student Attendance Review Board (SARB) Meetings
Individualized Education Plan (IEP) Meetings
Academic and behavioral conferences
Intake meetings

2. Opportunities for Family Involvement

Parents and guardians are encouraged to engage in a variety of school activities, including:
Coyote Fest
Parent–Teacher Conferences
WASC Visits
School Site Council membership

3. Ongoing Communication from Teaching Staff

Our teaching staff, including a counselor and special education teacher, maintain regular, proactive contact with parents and guardians to support student success.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	50	18.2	30.4	10	7.8	5.4	8.2	8.9	8
Graduation Rate	35	63.6	60.9	86.6	89.1	92.2	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	23	14	60.9
Female	--	--	--
Male	14	9	64.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	17	11	64.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	15	8	53.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	47	46	0	0.0
Female	14	14	0	0.0
Male	33	32	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	36	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	22	21	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	17	16	0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	2.74	2.59	2.4	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.11	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

1. Purpose of the Safety Plan

Our Comprehensive Safety Plan provides guidance and direction for the principal, faculty, and staff to ensure a school environment where students are safe and able to learn.
Most recent approval: October 2025

2. Annual Review & Approval Process

The Comprehensive Safety Plan is:
Assessed by the School Site Council (SSC)
Used to develop safety goals for the upcoming school year
Reviewed and certified annually by: The School Site Council

The Principal

Submitted to the Governing Board for final review and adoption

3. Required Components of the Safety Plan

(Education Code 32282; AR 0450)
The plan includes the development of the following elements:
Child abuse reporting procedures
Routine and emergency disaster procedures, including:
Natural disasters
Human-caused disasters
Power outages
Protocols for allowing public agencies (e.g., American Red Cross) to use school facilities as emergency shelters
Adaptations for students with disabilities under the ADA
Policies aligned to Education Code 48915(c) regarding serious acts leading to suspension or expulsion
Procedures to notify teachers and counselors of dangerous students
Sexual Harassment Policy
Dress Code
Safe ingress and egress procedures
Rules and procedures for school discipline to maintain a safe, orderly learning environment
Hate crime reporting procedures

4. Training & Emergency Preparedness

Staff and administration receive ongoing safety training including:
San Mateo County Incident Command training
San Mateo County Big 5 Safety Protocol training for emergency response

Each school year, we conduct:

2 Evacuation Drills
2 Drop, Cover & Hold On Drills
2 Lockdown/Barricade Drills

5. Access to the Plan
Our site-specific safety plan is available on our school's main website for public access and review.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	5	0	0
Mathematics	6	4	0	0
Science	7	5	0	0
Social Science	9	5	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,457	$2,937	$6,520	$86,189
District	N/A	N/A	$7,419	$86,288
Percent Difference - School Site and District	N/A	N/A	-12.9	3.4
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-49.2	-1.7

Fiscal Year 2024-25 Types of Services Funded

Specialized Student Support Services

Speech and Language Services
Pilarcitos students receive Speech and Language support as part of their Special Education services.

Fiscal Year 2024-25 Types of Services Funded

Special Education Services
Students identified for Special Education receive district-provided support based on their IEPs.

Migrant Education Program
Identified students receive additional academic support, social services, health services, and parent education through the Migrant Education Program.

Counseling & Mental Health Supports

Mental Health Student Services Act (MHSSA) Grant
PHS has been approved for a three-year MHSSA grant that funds a 0.2 FTE counselor position, dedicated exclusively to PHS students.

Academic & Enrichment Programs

Edgenuity Online Learning Program
PHS uses Edgenuity as the primary online course platform for:

Courses not offered live on campus

Independent Study students
This program is funded by the district.

Mural Class (Visual Arts)
Funded by Proposition 28 Visual and Performing Arts (VAPA) funds, which cover the cost of a teaching artist who guides students in creating murals on the MU building.

Agriculture & Elective Programs

Agriculture Program at Elkus Ranch
Funded through LCAP, this program offers hands-on agricultural learning at Elkus Ranch.

Equine Education Class
Grant-funded in part by San Mateo County to cover transportation costs.
Students participate in a weekly field trip as part of this class.

Family & Community Engagement Supports

Spanish-Speaking Administrative Assistance
PHS pays hourly for a Spanish-speaking administrative assistant from La Costa Adult School—our facility partner—to support communications with Spanish-speaking families.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,045	$57,978
Mid-Range Teacher Salary	$81,868	$89,612
Highest Teacher Salary	$111,090	$117,194
Average Principal Salary (Elementary)	$141,268	$143,632
Average Principal Salary (Middle)	$155,808	$149,447
Average Principal Salary (High)	$164,457	$162,334
Superintendent Salary	$241,036	$234,076
Percent of Budget for Teacher Salaries	26.72%	27.81%
Percent of Budget for Administrative Salaries	6.8%	5.47%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Pilarcitos has 6 Super Fridays per year dedicated to staff development. For the 2023-2024 school year, staff worked on concepts like self regulation, student identity, and power dynamics in the classroom in relation to student emotional well-being. The staff analyzed data from a Social-Emotional Learning survey for staff, students, and families. For the 2024-2025 school year, staff will work to facilitate restorative circles throughout the district in conjunction with Student Services efforts to address Chronic absenteeism at the sites.

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

Professional Development

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6+	6+	6+

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • 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: January 22, 2026
TO: Members of the Governing Board
FROM: Lia Ferrero, Senior Human Resources Administrator
CATEGORY: Consent/Action
ITEM TITLE: Approval of Certificated Personnel Report

BACKGROUND INFORMATION

1. **OFFER OF PROBATIOANRY EMPLOYMENT FOR 2025-26**

   Sean Glasson, Substitute Teacher, District Office, effective December 15, 2025

   Lorenzo Gonzalez Tellez, Substitute Teacher, District Office, effective December 9, 2025

   Nicole Henares, Substitute Teacher, District Office, effective December 9, 2025

   Leah Likin, Substitute Teacher, District Office, effective December 10, 2025

2. **RESIGNATION**

   Kyle Illanez, Substitute Teacher, District Office, effective December 9, 2025

   Allison Sorensen, 1st Grade Teacher, El Granada Elementary, effective December 17, 2025

3. **RETIREMENT**

   Patrick Olson, Social Studies Teacher, Half Moon Bay High School, effective June 30, 2026

   Tatiana Smith, 1st Grade Teacher, El Granada Elementary, effective June 5, 2026

FISCAL ANALYSIS

The fiscal impact will be reflected in the next budget revision.

RECOMMENDATION

Staff recommends the approval of the January 22, 2026, Certificated Personnel Report as submitted.

Prepared by: *Erick Perez*

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
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MEMORANDUM

MEETING DATE: January 22, 2026
TO: Members of the Governing Board
FROM: Lia Ferrero, Senior Human Resources Administrator
CATEGORY: Consent/Action
ITEM TITLE: Approval of Classified Personnel Report

BACKGROUND INFORMATION

1. **OFFER OF PROBATIONARY EMPLOYMENT FOR 2025-26**

   Juan Bernabe, Substitute Expanded Learning Professional, effective December 10, 2025

   Marta Grech, Administrative Assistant, Farallone View Elementary, effective December 17, 2025

   Edgar Martinez Serrano, Paraprofessional Special Education, Los Listos, effective January 6, 2026

1. **RESIGNATION**

   Jessica Kachian, Paraprofessional Special Education, Half Moon Bay High School, effective January 19, 2026

FISCAL ANALYSIS

The fiscal impact will be reflected in the next budget revision.

RECOMMENDATION

Staff recommends the approval of the January 22, 2026, Classified Personnel Report as submitted.

Prepared by: *Erick Perez*

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: January 22, 2026
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, as well as supplemental and concentration grants, which are calculated based on student demographic factors.

REPORT/PROPOSAL

The chart presented illustrates the Cabrillo Unified School District 2025-26 enrollment for period five and is provided for informational purposes only.

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
2025-26 SCHOOL YEAR
ENROLLMENT REPORT

School Month No. **5** **Date:** **1/9/2026**

Grade	El Granada	Farallone View	Hatch	Kings Mountain	Cunha	Half Moon Bay High	Pilarcitos	Home & Independent Study	TOTALS
TK	40	29	58	4	-	-	-	0	131
K	46	34	88	2	-	-	-	0	170
1	44	20	69	7	-	-	-	0	140
2	55	28	89	8	-	-	-	0	180
3	51	26	94	8	-	-	-	0	179
4	40	26	81	10	-	-	-	0	157
5	52	31	79	2	-	-	-	0	164
6	-	-	-	-	145	-	-	0	145
7	-	-	-	-	180	-	-	1	181
8	-	-	-	-	161	-	-	0	161
9	-	-	-	-	-	193	0	0	193
10	-	-	-	-	-	215	2	1	218
11	-	-	-	-	-	189	17	3	209
12	-	-	-	-	-	240	16	10	266
TOTAL ENROLLMENT	**328**	**194**	**558**	**41**	**486**	**837**	**35**	**15**	**2494**
PRIOR YEAR COMPARISON									
Total Enrollment as of 12/27/24	327	173	549	46	518	888	34	18	2553
Difference between 12/27/24 Total Enrollment and 01/09/26 Total Enrollment	**1**	**21**	**9**	**-5**	**-32**	**-51**	**1**	**-3**	**-59**
PRIOR MONTH COMPARISON									
Total Enrollment as of 11/28/25	327	193	557	44	486	834	40	15	2496
Difference between 11/28/25 Total Enrollment and 01/09/26 Total Enrollment	**1**	**1**	**1**	**-3**	**0**	**3**	**-5**	**0**	**-2**

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
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MEMORANDUM

MEETING DATE: January 22, 2026
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Donations to Cabrillo Unified School District

BACKGROUND INFORMATION

Pursuant to Governing Board Policy 3290, the Governing Board is to accept donations on behalf of the district or any school in the district.

The Governing Board routinely reviews the monthly donation reports.

REPORT/PROPOSAL

Summary Site Donations 1.22.2026.

FISCAL ANALYSIS

There is no financial impact on the General Fund.

RECOMMENDATION

Approve as submitted.

Prepared by: *Holly Lynne*

January 22, 2026 Board Meeting
Summary Site Donations

Site	Items	Donor	Amount	Site Total Donations
HMBHS	Money for Coastside Running Club Scholarship	Omar Droubi	$1,000	
HMBHS	Money for the HMBFVD First Responder Scholarship	Half Moon Bay Volunteer Fire Department	$3,000	
HMBHS	Money for Coastside Running Club Scholarship	Margaret Branick-Abilla	$50	
HMBHS	Money for the Art Club	Douglas W. Mc Curdy & Donna J. Mc Curdy	$600	
District Office	Money for Pickleball Court Maintenance	Richard T. Southern	$3,000	
				$7,650

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: January 22, 2026
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Consent/Information
ITEM TITLE: Information on Warrant Register Processed

BACKGROUND INFORMATION

In alignment with Education Code 52631, Cabrillo USD presents all payments from the CUSD funds on forms prescribed by the San Mateo County Superintendent of Schools (ERP).

REPORT/PROPOSAL

Staff hereby presents to the CUSD Board the warrants processed from December 1, 2025, to December 31, 2025. Certain names have been redacted from this document to protect privacy and maintain confidentiality.

FISCAL ANALYSIS

The register of warrants processed by CUSD indicates all CUSD financial activity. The total warrant/ETF amount for the month of December 2025 is $4,597,667.12.

RECOMMENDATION

Receive the warrant register processed for the December 2025 period.

Prepared by: *Holly Lynne*

Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
734901	12/04/2025	CIS INC	21-6140	El Granada Phase II Temporary Housing	32,100.00	
			21-6290	El Granada Phase I, PO250147	3,450.00	
				FV Inspection Services	1,800.00	37,350.00
734902	12/04/2025	DBA Collaborative Ed Advisors	01-5800	Reissue Check for CTE		30,000.00
734903	12/04/2025	FLORES, JULIE	13-4710	ADDL PIZZA FOR STUDENTS		56.01
734904	12/04/2025	Joseph Cattarin	01-9553	Nov & Dec refund for Kaiser SA		702.64
734905	12/04/2025	JUAREZ, ADRIANA	13-4710	MISC. FOOD FOR HMBHS		18.40
734906	12/04/2025	Mobile Modular Mgmt Corp	21-5600	Portable Lease for El Granada		6,615.00
734907	12/04/2025	Nob Hill Catering	13-8699	Reissue Food Service Check		61,183.81
734908	12/04/2025	PILLARS OF FOOD SAFETY	13-5800	SERVSAFE CERTIFICATION		790.00
734909	12/04/2025	Quattrocchi Kwok Architects	21-6210	Architect Fees for EG Modernization Phase II	44,780.04	
				EG ES Swing Space Portables	1,180.50	45,960.54
734910	12/04/2025	Studio W Architects	21-6210	FV Modernization Ph I & Phase II		17,909.65
734911	12/04/2025	Total School Solutions	13-5800	PROFESSIONAL SERVICES FOR FOOD SERVICE		235.00
734912	12/04/2025	RODAN BUILDERS INC	21-6200	El Granada Ph I , Project 23-1292		159,151.74
734913	12/04/2025	AMERICAN FIDELITY ADMINISTRATIVE SERVICES LLC	01-5800	Nov 2025 fee		501.00
734914	12/04/2025	ARCADIO'S PRODUCE INC.	13-4710	Milk & Produce for HS		136.80
734915	12/04/2025	Atkinson Andelson Loya Ruud & Romo	01-5810	Open PO to pay AALRR for lawyer fees for 2025-26sy		18,025.98
734916	12/04/2025	B&H Foto Electronics Corp	01-4300	Additional Materials for YCP classes at HMBHS		6,782.21
734917	12/04/2025	Caroline Morton	01-5800	Open PO to pay Caroline Morton for Supervision		5,175.00
734918	12/04/2025	Cdw Education	01-5800	Microsoft licenses for the district		10,697.96
734919	12/04/2025	David's Bagels	13-4712	Bagels for HS		195.50
734920	12/04/2025	DESIGNING SCHOOLS INC.	01-5800	PRofessional Develoment on Artificial Inteligence		6,000.00
734921	12/04/2025	[redacted]	01-5100	Open PO to reimburse [redacted]s parents 2025-26		4,313.00
734922	12/04/2025	Gold Star Foods Inc.	01-4300	ELOP Snacks	90.97	
			13-4710	Misc Food for all sites	962.46	
			13-4711	Misc Food for all sites	45.22	
			13-4712	Misc Food for all sites	1,028.64	2,127.29
734923	12/04/2025	Half Moon Bay Speech Inc	01-5867	Open PO to contract Rebecca K for the 2025-26 SY		10,920.00
734924	12/04/2025	Kathryn Strauss	01-5800	Website Consultant Contract		4,900.00

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Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
734925	12/04/2025	Napa Auto Parts	01-4300	Automotive Parts, Tools, and Supplies		39.60
734926	12/04/2025	NCS PEARSON, Inc	01-4300	PO to purchase BASC-3 and KTEA-3 from Pearson	294.43	
				PO to purchase Q-global assessments for SLPs	2,170.03	2,464.46
734927	12/04/2025	Nob Hill Catering	13-4710	Lunch:Hatch,ElGranad,Farallone.KMtn & Cunha		40,274.52
734928	12/04/2025	Oliver Packaging & Equipment C	13-4300	Supplies for Heat Searler		305.54
734929	12/04/2025	Opening Technologies	01-4300	Supplies, Locks, Doors and Repairs		1,050.41
734930	12/04/2025	SLIC CO-OP New Haven Unified SD	13-5800	2025-2026 SLIC Coop fee		350.00
734931	12/04/2025	Southern Counties Lubricants, LLC	01-4300	Fuel and diesel supply for District transportation		1,382.84
734932	12/04/2025	Spork Food Hub - Fiery Ginger	01-4300	Produce for Grant		997.49
734933	12/04/2025	Straw Hat Pizza	13-4710	Pizza	95.94	
				School Lunches	1,007.37	1,103.31
734934	12/04/2025	Sysco - San Francisco	01-4300	Ala Carte Market Foods & Supplies	93.60	
			13-4300	Ala Carte Market Foods & Supplies	533.88	
			13-4710	Ala Carte Market Foods & Supplies	758.70	
			13-4712	Ala Carte Market Foods & Supplies	2,117.12	3,503.30
734935	12/04/2025	The Speech Pathology Group	01-5867	Open PO to contract with SPG for the 2025-26 SY		63,719.92
734936	12/04/2025	ACOSTA DE PALOMINO, ROSIBEL	01-4300	Reimb for coffee	29.40	
			01-5200	Mileage Nov 2025	19.43	48.83
734937	12/04/2025	ALEXANDER, MARY BETH	01-5200	Reimbursements for 2025-26 - OPEN		40.00
734938	12/04/2025	ANDRADE GARCIA, JOCELINE M	01-5200	Mileage Nov 2025		65.80
734939	12/04/2025	ATTN: Youth Cinema Project	01-5800	Agreement with Youth Latino Project for HMBHS		45,712.02
734940	12/04/2025	BENDANA, LIZETH M	01-4300	Open PO - RJ Supplies for Trainings	212.20	
				Reimbursement for Lizeth Bendana	118.44	330.64
734941	12/04/2025	CLARK PEST CONTROL	01-5800	District-Wide Pest Control Services		115.00
734942	12/04/2025	Coastside County Water Distric	01-5503	Coastside County Water		8,453.71
734943	12/04/2025	CORTES, MARIA EUGENIA Y	01-5200	Mileage Nov 2025		238.42
734944	12/04/2025	CRISIS PREVENTION INST, INC.	01-5800	PO to pay membership renewal for Caroline Doidge		200.00
734945	12/04/2025	David's Bagels	13-4712	Bagels for HS		57.50
734946	12/04/2025	Ellen Silva Creative Services	01-4300	Open PO for Ellen Silva, Creative Services		300.00
734947	12/04/2025	GIGAKOM	21-4400	Network Equipment for Bond Projects		479.73
734948	12/04/2025	JONES, DAVID F	01-4300	Prop 28		170.50

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Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
734949	12/04/2025	[redacted]	01-4300	PO to reimburse [redacted] for APE equipment		96.19
734950	12/04/2025	K&W SANITATION	01-5800	Standard toilet services		452.97
734951	12/04/2025	Kis	21-5800	Alarm System to be installed at FV School		345.00
734952	12/04/2025	LYNNE, STIG I	01-5200	CITE conference mileage		161.00
734953	12/04/2025	MCCORD, JACLYN R	01-4300	Reimbursement for Jaclyn McCord		51.46
734954	12/04/2025	Metlife Small Market	01-9564	Metlife Billing		399.00
734955	12/04/2025	Mobile Modular Mgmt Corp	25-5600	Open PO Lease for Spec needs portable at HS		1,139.05
734956	12/04/2025	Pacific Gas And Electric	01-5502	Open PO for District PG&E		30,376.29
734957	12/04/2025	Recology Of The Coast	01-5504	Open PO for Recology of the Coast 25-26		1,792.59
734958	12/04/2025	REISS, MARTINA M	01-4300	Reimbursement for Martina Reiss		16.00
734959	12/04/2025	RELIAS LLC	11-4300	Instructional support		120.80
734960	12/04/2025	Republic Services #925	01-5504	Waste Disposal, All Sites 25-26		6,805.57
734961	12/04/2025	Sysco - San Francisco	01-4300	Ala Carte Market Foods & Supplies	308.53	
			13-4300	Ala Carte Market Foods & Supplies	437.43	
			13-4710	Ala Carte Market Foods & Supplies	1,029.41	
			13-4712	Ala Carte Market Foods & Supplies	1,737.52	3,512.89
734962	12/04/2025	Trade Credit Services Hassett Hardware	01-4300	Building Supplies for MOT Dept.		4,101.73
735829	12/09/2025	A+ Livescan Services	01-5800	Open PO for Livescan 25-26		1,620.00
735830	12/09/2025	BOYSEN, ANDREW B	01-5200	Mileage reimb for CTE conference		705.60
735831	12/09/2025	Cabe Cal Assn For Bilingual Educati	01-5800	Consulting and professional learning support for e		3,750.00
735832	12/09/2025	Contreras Farm	01-4300	Fresh Flower Delivery		1,500.00
735833	12/09/2025	David's Bagels	13-4712	Bagels for HS		69.00
735834	12/09/2025	Diligent Corporation	01-5300	Agenda Platform Subscription		6,480.00
735835	12/09/2025	Gold Star Foods Inc.	13-4712	Misc Food for all sites	3.60	
			13-4790	Misc Food for all sites	86.25	89.85
735836	12/09/2025	IXL Learning	01-5800	IXL Pilot for Elementary sites		1,250.00
735837	12/09/2025	Kis	21-5800	Alarm System to be installed at FV School		603.75
735838	12/09/2025	Matthew Spigelman	01-4300	Reimbursements for supplies for Dolphin Club		62.30
735839	12/09/2025	MCVICKER, AMY C	01-4300	Reclassification & Continent Day		135.67
735840	12/09/2025	NAVARRO, LUZ M	01-4300	Health Office & Reclassification		32.90
735841	12/09/2025	Peninsula Truck Repair Inc	01-5603	Bus services and repairs		1,148.88
735842	12/09/2025	Rebekah Will Audiology, PC	01-5800	Open PO to rec. Audiology serv. from Rebekah Will		1,875.00
735843	12/09/2025	RODRIGUES, KAREN V	13-4300	Reimbursement for Karen Rodrigues	6.50	

he preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the eceding Checks be approved.

Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
735843	12/09/2025	RODRIGUES, KAREN V	13-4710	Reimbursement for Karen Rodrigues	6.99	13.49
735844	12/09/2025	SCHULZ, ALEXANDRA M	01-4300	yearly subscription		99.95
735845	12/09/2025	Sf Fire Prevention Inc	01-5603	Bi-Annual Fire Prevention Ansul Service		700.00
735846	12/09/2025	Sysco - San Francisco	01-4300	Sysco - ELOP snacks	256.84	
			13-4300	Ala Carte Market Foods & Supplies	168.77	
			13-4710	Ala Carte Market Foods & Supplies	973.99	
			13-4712	Ala Carte Market Foods & Supplies	740.04	2,139.64
735847	12/09/2025	[redacted]	01-5200	Open PO to reimburse transportation for [redacted]		236.60
735848	12/09/2025	Trade Credit Services Hassett Hardware	01-4300	ACE purchases		428.87
735849	12/09/2025	U.s Bancorp Service Center	01-4300	NOV 25 Business Billing		130.00
735850	12/09/2025	Valencia's Painting	01-5800	Painting Projects at School Sites		1,750.00
735851	12/09/2025	Young Audiences Of Northern Ca	01-5800	prop 28 VAPA		3,220.00
735852	12/09/2025	Campbell Keller	01-4400	PO 251080, FV Tables		39,449.41
735853	12/09/2025	Amazon Capital Services	01-4200	Amazon Library book Order	165.37	
				Library supplies/office	227.21	
			01-4300	25-26 Supply Purchases for IT	1,990.24	
				A5 classroom and office	677.37	
				Amazon Order	2,369.78	
				Amazon Order-Supplies	147.50	
				AMAZON SUPPLIES FOR DC	407.34	
				Cameras for Broadcasting	1,975.70	
				Counseling Supplies	92.44	
				Earbuds for IXL and Interim Assessments	540.56	
				ELOP goodies	89.76	
				ELOP Materials	992.91	
				Headphones for SPED	74.30	
				Health Tech Supplies	58.56	
				Materials for Department meetings	110.28	
				Materials for Educational Services Meetings	83.66	
				Microphones for the M/U	144.95	
				Office Supplies	299.17	
				Office Supplies for transportation	786.68	
				Open PO - SSP Grant	125.56	
				Open PO for Low Incidence Student needs	910.54	
				Open PO to purchase office supplies from Amazon	1,547.20	
				Pre-Referral Intervention Manuals	264.64	

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Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
735853	12/09/2025	Amazon Capital Services	01-4300	Reading Club books	100.27	
				Restorative Justice Books	466.90	
				SPED Supplies	45.88	
				supplies	139.62	
				Supplies for Challenge Day	106.50	
				Supplies for Office	259.89	
				World Language Supplies	315.38	
				Yoga mats for TK	475.92	
			01-4710	Grant Supplies	267.12	
			11-4300	Instructional Supplies	480.61	
			12-4300	CSPP Materials	511.39	
			13-4300	Food Supplies	635.64	17,886.84
735854	12/09/2025	Dooley Corporation David Dooley	01-5800	Reissue check 453729648		2,680.00
735855	12/09/2025	LAUREN OSHIRO	01-5800	Reissue check 453729650		6,600.00
735856	12/09/2025	San Joaquin C.O.E Program Business Service	01-5800	Reissue check 453729654		185.00
735857	12/09/2025	Soliant	01-5867	Reissue check 453729655		9,000.00
735858	12/09/2025	U.s Bancorp Service Center	21-4300	NOV 25 Business Billing		87.00
736695	12/11/2025	Studio W Architects	21-6210	FV Modernization Ph I & Phase II		221.55
736696	12/11/2025	Amazon Capital Services	01-4200	Library Books	6.78	
			01-4300	Child Proof Locks for 1st grade	17.49	
				Hand sanitizer for office	19.49	43.76
736697	12/11/2025	Soliant	01-5867	Reissue check 453729655		5,000.00
736698	12/11/2025	San Benito House	01-5800	Staff Training		704.29
736699	12/11/2025	American Portables	21-5600	ADA LUXURY TRAILER RENTAL - 10 MONTHS		6,800.00
736700	12/11/2025	BENYA BURNETT	21-5800	W#728400 REISSUE		1,082.05
736701	12/11/2025	Earth Systems	21-6240	EG2 Soils Engineering Services	1,303.50	
			21-6290	EGES Mod BLDG C, T&I	19,307.50	20,611.00
736702	12/11/2025	F.i.t. Environmental Services	21-6140	El Granada Bldg C		5,381.00
736703	12/11/2025	On Point Language Solutions	01-5800	Interpretation/Translation Services CUSD schools		749.80
736704	12/11/2025	Quattrocchi Kwok Architects	21-6210	W#729604 REISSUE		8,060.31
736705	12/11/2025	SHAW LAW GROUP	01-5800	2026 License Renewal for Workplace V Training Vid		2,500.00
736706	12/11/2025	SHIFFLER EQUIP SALES	21-4300	Caps for Student Chairs		623.15
736707	12/11/2025	Studio W Architects	21-6210	W#729603 REISSUE		269.85
736708	12/11/2025	VANIR CONSTRUCTION MANAGEMENT	01-6170	W#729605 REISSUE	13,868.75	
			21-6170	W#729605 REISSUE	13,868.75	27,737.50

ıe preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the eceding Checks be approved.

Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
736709	12/11/2025	AYA HEALTHCARE INC	01-5800	Check 729644 reissued		12,320.00
736710	12/11/2025	Bridge Wireless	01-4300	Check 729645 reissued		4,877.12
736711	12/11/2025	Briggs Ot Peter Briggs	01-5864	Check 729646 reissued		800.00
736712	12/11/2025	Cambridge University Press	11-4100	Check 729612 reissued		3,709.87
736713	12/11/2025	Charlesbridge Publishing	01-4200	Check 729613 reissued		204.16
736714	12/11/2025	COASTSIDE LAND TRUST	01-5800	Check 729614 reissued		3,410.69
736715	12/11/2025	Cosco Fire Protection	01-5603	Check 729647 reissued		7,950.00
736716	12/11/2025	CRAVEN, JASON J	01-5200	Check 729616 reissued		84.00
736717	12/11/2025	DOIDGE, CAROLINE E	01-5200	Mileage for Nov 2025		42.14
736718	12/11/2025	FERRERO, LIA R	01-5800	Reimbursement for FerreroL		74.00
736719	12/11/2025	Gold Star Foods Inc.	01-4300	Check 729617 reissued		887.94
736720	12/11/2025	Hopskipdrive Inc	01-5863	Check 729619 reissued		4,239.44
736721	12/11/2025	Kathryn Strauss	01-5800	Website Consultant Contract		4,900.00
736722	12/11/2025	Lopez Fence	01-5603	Fencing Installation and Repairs		2,872.04
736723	12/11/2025	PEREZ, ERICK L	01-4300	Open PO to reimburse Erick P		81.66
736724	12/11/2025	PILLARS OF FOOD SAFETY	13-5200	Certification class and exam session		805.80
736725	12/11/2025	Recology Of The Coast	01-5504	Check 729628 reissued		930.21
736726	12/11/2025	Republic Services #925	01-5504	Green Waste Dropoff 25-26		1,079.90
736727	12/11/2025	Resource Solutions Of Sf Group	01-4300	Check 729629 reissued		1,214.00
736728	12/11/2025	Sound And Signal	01-5603	Check 729631 reissued		2,952.89
736729	12/11/2025	Southern Counties Lubricants, LLC	01-4300	Check 729632 reissued		2,027.38
736730	12/11/2025	Sysco - San Francisco	01-4300	Check 729633 reissued		250.16
736731	12/11/2025	Tk Elevator Corporation	01-5603	Required State Compliance Testing		7,962.90
736732	12/11/2025	Toni Thompson	01-5200	Check 729634 reissued		291.20
736733	12/11/2025	Total School Solutions	01-5800	Check 729635 reissued		6,897.72
736734	12/11/2025	TRACY-PERREAULT, HEIDI	01-5200	Check 729636 reissued		84.00
736735	12/11/2025	TTF HOLDINGS LOCKBOX	01-5867	Check 729637 reissued		15,566.40
736736	12/11/2025	Uline Attn: Accounts Receivable	01-4300	Supplies and Equipment for Warehouse & Maintenance		2,057.37
736737	12/11/2025	A+ Livescan Services	01-5800	Open PO for Livescan 25-26		380.00
736738	12/11/2025	BENNETT, ELIZABETH A	01-4300	Reimb for reading intervention curriculum		91.54
736739	12/11/2025	Big Creek Lumber	01-4300	Opne PO for Big Creek HMB High School SY 25-26		792.55
736740	12/11/2025	BOYSEN, ANDREW B	01-5200	Reimb for CTE conference lodging		142.13
736741	12/11/2025	California Water Service	01-5503	KM Water Bill		502.03
736742	12/11/2025	CLINTON, JEFFREY S	01-4300	Reimbursement for Jeff Clinton		999.86
736743	12/11/2025	David's Bagels	13-4712	Bagels for HS		57.50
736744	12/11/2025	Department Of Justice Accounting Office	01-5800	Open PO for Dept Of Justice 25-26		637.00

ıe preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the eceding Checks be approved.

ESCAPE ONLINE

Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
736745	12/11/2025	Gold Star Foods Inc.	01-4300	ELOP Snacks	492.97	
			13-4710	Misc Food for all sites	2,169.24	
			13-4711	Misc Food for all sites	5.48	2,667.69
736746	12/11/2025	Hill's Pool Service Inc.	01-5603	Maintenance High School Pool		2,439.81
736747	12/11/2025	MCCORD, JACLYN R	01-4300	Reimbursement for Jaclyn McCord		45.07
736748	12/11/2025	O'BRIEN, BROOKE D	01-4300	Reimbursement for Brooke O'Brien		190.00
736749	12/11/2025	Pacific Gas And Electric	01-5502	Open PO for District PG&E		3,030.89
736750	12/11/2025	Pacifica Community Television	01-5800	Board Meetings Broadcasting/Recording - OPEN		400.00
736751	12/11/2025	Peninsula Truck Repair Inc	01-5603	Bus Maintenance Services		1,914.80
736752	12/11/2025	Republic Services #925	01-5504	Waste Disposal, All Sites 25-26		487.92
736753	12/11/2025	Rice Trucking-Soil Farm	01-4300	Grounds Supplies		928.44
736754	12/11/2025	Ricoh Usa Inc	01-5601	Open PO for Ricoh Machine Lease 25-26		4,817.26
736755	12/11/2025	San Mateo County STEM Fair c/o The Nueva School	01-4300	K.Murray - SMCSTEM Fair Participation Fee $250.00		250.00
736756	12/11/2025	Spork Food Hub - Fiery Ginger	01-4300	Produce for Grant		1,273.60
736757	12/11/2025	Straw Hat Pizza	13-4710	Pizza	47.97	
				School Lunches	591.63	639.60
736758	12/11/2025	Sysco - San Francisco	13-4712	Ala Carte Market Foods & Supplies		856.40
736759	12/11/2025	The Zones of Regulation, Inc.	01-4200	Zones of Regulation Subscription		144.00
736760	12/11/2025	Trade Credit Services Hassett Hardware	01-4300	OPEN PO for Hassett - Riordan		433.97
736761	12/11/2025	U.s Bancorp Service Center	01-4300	NOV 25 Business Billing		220.89
737526	12/15/2025	ACSIG Dental	01-9571	NOV 2025 DENTAL BILL		21,923.01
737527	12/15/2025	AstroTurf Corporation	01-6240	Cunha Soccer &HMBHS Baseball Field Rhino Pro Maint	57,000.00	
			21-6170	Cunha Soccer &HMBHS Baseball Field Rhino Pro Maint	57,000.00	114,000.00
737528	12/15/2025	Consolidated Engineering Lab	21-6240	El Granada Modernization Phase II Inspections		5,021.19
737529	12/15/2025	Dannis Woliver Kelley Accounts Receivable	01-5810	W#729609 REISSUE		15,868.30
737530	12/15/2025	Stewart Signs	21-4300	Marquee Sign for Cunha		27,328.00
737531	12/15/2025	Studio W Architects	21-6210	W#729603 REISSUE		16,537.40
737532	12/15/2025	VANIR CONSTRUCTION MANAGEMENT	21-5800	W#729605		100,021.00
737533	12/15/2025	COUNTY OF SAN MATEO PLANNING & BUILDING	21-6220	EG PH I Fees		20,812.49
737534	12/15/2025	Big Creek Lumber	01-4300	Opne PO for Big Creek HMB High School SY 25-26		13.82
737535	12/15/2025	Educators.Coop	01-5800	Agreement with Educators Cooperative for CTE Grant		45,000.00

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Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
737536	12/15/2025	ICU Technologies, Inc.	21-6400	Verkada Camera System for Cunha Intermediate		231,751.45
737537	12/15/2025	One Stone Apparel Inc.	01-4300	PE Clothes for Cunha students for 2025-2026		8,174.91
737538	12/15/2025	TAFT, TAYLOR G	01-5200	Mileage Nov 2025		8.40
737539	12/15/2025	At&t	01-4300	Back Up Internet @ Cunha		2,800.60
737540	12/15/2025	Briggs Ot Peter Briggs	01-5864	Open PO for OT assessments from Briggs OT 2025-26		1,600.00
737541	12/15/2025	CASTILLO TORRES, ISRAEL	01-5200	Reimb for CSBAAEC conference		210.40
737542	12/15/2025	Cdw Education	01-4300	Adobe Creative Cloud Enterprise Renewal		2,500.00
737543	12/15/2025	COUNTY OF SAN MATEO BHRS ATTN: JUSTIN WONG	01-5800	Check 729615 reissued		7,000.00
737544	12/15/2025	County School Service Fund	01-5800	Community school services for FY2024-25		18,298.00
737545	12/15/2025	Dooley Corporation David Dooley	01-5800	Open PO for Valeria to rec'v mentoring from Dooley		2,278.00
737546	12/15/2025	Gold Star Foods Inc.	13-4712	Misc Food for all sites		374.69
737547	12/15/2025	[redacted]	01-5864	Open PO for PT services from [redacted] 25-26		2,610.00
737548	12/15/2025	Oliver Packaging & Equipment C	13-4300	Supplies for Heat Searler		353.61
737549	12/15/2025	Pacific Autism Learning Serv	01-5800	Open PO for PALS to provide behavior for [redacted]		8,263.41
737550	12/15/2025	Palo Alto Prep	01-5100	Open PO for [redacted] to attend PAP for 2025	7,707.00	
			01-5861	Open PO for [redacted] to attend PAP for 2025	1,205.00	8,912.00
737551	12/15/2025	Primo Brands BlueTriton Brands, Inc.	01-4300	Water Delivery		65.85
737552	12/15/2025	Recology Of The Coast	01-5504	Open PO for Recology of the Coast 25-26		1,272.30
737553	12/15/2025	Republic Services #925	01-5504	Waste Disposal, All Sites 25-26		1,427.12
737554	12/15/2025	Resource Solutions Of Sf Group	01-4300	Check 729629 reissued		2,619.31
737555	12/15/2025	SAGE, RACHAEL E	01-5200	Reimb for National Assembly conference		2,875.12
737556	12/15/2025	Total School Solutions	01-5800	Nov 2025 billing		4,596.69
737557	12/15/2025	ACSIG	01-9572	NOV25 Vision Benefits		2,832.09
737558	12/15/2025	CIS INC	21-6140	El Granada Phase II Temporary Housing	12,150.00	
			21-6290	FV Inspection Services	1,500.00	13,650.00
737559	12/15/2025	Colbi Technologies	21-5800	Vendor List Prequel Tool		3,565.00
737560	12/15/2025	Dept. Of General Services	21-5800	OAH Services		4,940.00
737561	12/15/2025	Eichler Associates, Inc.	01-5800	CalSHAPE Recon		1,520.00
737562	12/15/2025	Quattrocchi Kwok Architects	21-6210	Architect Fees for EG Modernization Phase II		9,802.61
738756	12/17/2025	Comcast	01-5902	Open PO for Comcast		17,653.51

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Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
738757	12/17/2025	SEGURA, ROSALVA	12-4300	Reimb for frames for license certificates		65.69
738758	12/17/2025	SHRED WORKS INC.	01-5800	Shredding Service		45.00
738759	12/17/2025	RODAN BUILDERS INC	21-6200	El Granada Ph I , Project 23-1292		1,241,744.40
738760	12/17/2025	Dept. Of General Services	21-5800	OAH Services		6,714.00
738761	12/17/2025	Eichler Associates, Inc.	01-5800	CalSHAPE Recon		15,200.00
738762	12/17/2025	Quattrocchi Kwok Architects	21-6210	EG Phase I Architect Fees		36,653.58
738763	12/17/2025	VANIR CONSTRUCTION MANAGEMENT	21-5800	Bond Project Management Services		218,880.50
738764	12/17/2025	ACSA	01-5200	2026 ACSA Superintendents' Symposium	1,250.00	
			01-5300	Membership for James Barnes	1,690.56	2,940.56
738765	12/17/2025	Big Creek Lumber	01-4300	District Office Maintenance Dept. Open P.O.2025-26		360.77
738766	12/17/2025	COUNTY OF SAN MATEO BHRS ATTN: JUSTIN WONG	01-5800	Open PO for BHRS from San Mateo County for 2025-26		17,200.00
738767	12/17/2025	CRISP IMAGING	40-5800	Document Scanning Implementation & Services		104,167.31
738768	12/17/2025	Fox Security & Communications	01-5800	Security Alarm Monitoring		2,025.00
738769	12/17/2025	GIGAKOM	21-4400	Network Equipment for Bond Projects		599.67
738770	12/17/2025	Grainger Inc.	01-4300	OPEN PO - Riordan		820.92
738771	12/17/2025	Half Moon Bay Glass	01-5603	Window Glass Repairs and Services		1,014.18
738772	12/17/2025	Montara Water And Sanitary District	01-5503	Bi-Monthly Water Bill-FV		1,106.16
738773	12/17/2025	MURRAY'S TRUCK AND AUTO REPAIR	01-5603	Bus Service and Repairs		924.84
738774	12/17/2025	Odp Business Solutions	01-4300	Logo Envelopes		184.29
738775	12/17/2025	SCHOOL FACILITY CONSULTANTS	21-5800	Open Purchase Order for School Facility Cons.		860.00
738776	12/17/2025	Spork Food Hub - Fiery Ginger	01-4300	Produce for Grant		1,014.20
738777	12/17/2025	Straw Hat Pizza	13-4710	Pizza	47.97	
				School Lunches	591.63	639.60
738778	12/17/2025	Total School Solutions	13-5800	Professional services for Food Service		235.00
738779	12/17/2025	Trade Credit Services Hassett Hardware	01-4300	Building Supplies for MOT Dept.		82.74
738780	12/17/2025	U S Bank Corp Payment System	01-4300	Hana's Nov 25 Billing statement		144.07
738781	12/17/2025	ARC DOCUMENT SOLUTIONS LLC	01-4300	FIELD TURF PROJECT	124.19	
			21-4300	EG PH1 DOCS	292.43	
				EG PH2 DOCS	2,419.19	
				FIELD TURF PROJECT	124.19	
				FV MOD DOCS	63.78	3,023.78
739350	12/18/2025	RODAN BUILDERS INC	21-6200	El Granada Phase II		1,154,014.89
739351	12/18/2025	APPROACH LLC ATTN: MEGAN SHROY	11-5800	Contract Renewal		3,716.00

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Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
739352	12/18/2025	Atkinson Andelson Loya Ruud & Romo	01-5810	Open PO to pay AALRR for lawyer fees for 2025-26sy		6,633.21
739353	12/18/2025	AYA HEALTHCARE INC	01-5800	Open PO to contract with AYA for PreK SDC teacher		15,620.00
739354	12/18/2025	B&H Foto Electronics Corp	01-4300	Additional materials for YCP classes at HMBHS		3,184.97
739355	12/18/2025	Half Moon Bay Glass	01-5603	Window Glass Repairs and Services		6,346.88
739356	12/18/2025	Lopez Fence	01-5603	Fencing Installation and Repairs		6,542.65
739357	12/18/2025	Peninsula Truck Repair Inc	01-5603	Bus services and repairs		1,148.88
739358	12/18/2025	Resource Solutions Of Sf Group	01-4300	Custodial Supplies for All School Sites	6,610.16	
				June 04 25 invoice	280.82	6,890.98
739359	12/18/2025	Serra Yellow Cab	01-5863	Open PO for Serra Yellow Cab to transport 2025-26	15,015.00	
				Open PO to use Yellow Cab as backup transportation	2,500.00	17,515.00
739360	12/18/2025	Soliant	01-5867	Open PO for SLP - [redacted] for 2025-26 SY		14,281.25
739361	12/18/2025	Southern Counties Lubricants, LLC	01-4300	Fuel and diesel supply for District transportation		1,947.22
739362	12/18/2025	Spectrum Center	01-5100	Open PO for [redacted] to attend Spectrum for 25-26	7,107.23	
			01-5867	Open PO for [redacted] to attend Spectrum for 25-26	883.12	7,990.35
739363	12/18/2025	TTF HOLDINGS LOCKBOX	01-5867	Open Po for Speech Services from ProCare Therapy		15,606.74
739364	12/18/2025	Wilson Language Training	01-5200	PO to purchase Wilson Reading System Training		3,950.00
				Total Number of Checks	**237**	**4,597,667.12**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	174	883,356.09
11	Adult Education Fund	4	8,027.28
12	Child Development Fund	2	577.08
13	Cafeteria Fund	29	122,184.47
21	Building Fund	37	3,478,215.84

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Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount

Fund Summary

Fund	Description	Check Count	Expensed Amount
25	Capital Facilities Fund	1	1,139.05
40	Special Reserve Fund Cap	1	104,167.31
	Total Number of Checks	237	4,597,667.12
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		**4,597,667.12**

ıe preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the eceding Checks be 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: January 22, 2026
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Authorization to Award Contract for Annual Financial and Bond Audit Services

BACKGROUND INFORMATION

Cabrillo Unified School District is required to obtain an annual independent audit of its financial statements in accordance with generally accepted auditing standards and the State of California Guide for Annual Audits of K–12 Local Educational Agencies. In addition, the district is required to obtain annual audits of its voter-approved bond measures.

To meet these requirements, the district issued a Request for Proposals (RFP) for audit services. Proposals were received from qualified audit firms by the specified deadline.

REPORT/PROPOSAL

District staff reviewed and evaluated all proposals received in accordance with the criteria set forth in the RFP, which included experience with K–12 school districts and bond audits, audit approach and schedule, qualifications of assigned staff, references, and proposed fees.

Based on the evaluation results, Chavan and Associates, LLP was determined to be the most responsive and responsible proposer, whose proposal best meets the district's needs. Staff recommends awarding the contract for annual financial and bond audit services to Chavan and Associates, LLP, subject to Governing Board approval.

FISCAL ANALYSIS

The cost of the annual financial audit will be paid from existing General Fund appropriations. Audit costs related to the district’s bond measures will be paid from the applicable bond funds. Sufficient funds have been budgeted for these services.

RECOMMENDATION

Authorize the Superintendent or designee to enter into an agreement with Chavan and Associates, LLP to provide annual financial and bond audit services for Cabrillo Unified School District.

Prepared by: *Holly Lynne*

AUDIT FEES AND COSTS

FOR THE ANNUAL INDEPENDENT AUDIT
OF THE

CABRILLO UNIFIED SCHOOL DISTRICT

Submitted December 12, 2025

Chavan & Associates, LLP
Certified Public Accountants
16450 Monterey Road, Suite 5
Morgan Hill, CA 95037
Phone: (650) 346-1329
Fax: (408) 872-4159
E-mail: sheldon@cnallp.com
Contact: Sheldon Chavan, Partner

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Audit Fees and Costs

Cabrillo Unified School District
Proposal for Auditing Services

Date: December 12, 2025

Firm: Chavan & Associates, LLP (C&A)
16450 Monterey Road, Suite 5
Morgan Hill, CA 95037
Phone: (650) 346-1329

Contact Person: Sheldon Chavan, Partner
Sheldon@cnallp.com
650-346-1329

Price per Year by Team Member:

	Standard & Quoted Hourly Rates	Hours	Fiscal Year Ending 2026	2027	2028
Engagement Partner	$ 225	16	$ 3,600	$ 3,600	$ 3,600
Associate Partner	200	4	800	800	800
Audit Manager	165	24	3,960	3,960	3,960
Senior Auditor	85	64	5,440	5,440	5,440
Professional Staff	75	112	8,400	8,400	8,400
Administrative Staff	75	8	600	600	600
Professional Discount	N/A	N/A	(300)	(300)	(300)
Total Fees - District Audit		**228**	**22,500**	**22,500**	**22,500**
Bond Audits:					
Measure M	N/A	40	6,000	6,000	6,000
Measure S	N/A	30	4,500	4,500	4,500
Measure K	N/A	30	4,500	4,500	4,500
All Inclusive Maximum Fees		328	$ 37,500	$ 37,500	$ 37,500

Certification: I, the undersigned, certify I am duly authorized to represent C&A and I am empowered to submit this bid. In addition, I certify I am authorized to contract with the Cabrillo Unified School District on behalf of C&A.

Signature	Title	Date
	Managing Partner	**December 12, 2025**

Sheldon Chavan
Name

Schedule of Professional Fees

Our professional fees are based on actual time devoted to an engagement, at hourly rates related to the experience levels of the individuals performing the work.

Manner of Payment

The District will be invoiced for our services as work progresses on the basis of hours of work completed, but not more often than once per month.

We are aware of the provisions of Section 3700 of the Labor Code that requires every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and will comply with such provisions before commencing the performance of the work of the contract.

Pursuant to Education Code Section 14505, ten percent (10%) of the fee will be withheld until certification by the State Controller that the audit report conforms to the reporting standards of the current audit guide. In addition, fifty percent (50%) of the audit fee will be withheld for any subsequent year of the contract if the prior year's audit report was not certified as conforming to the reporting standards in the State Controller's audit guide. The provisions of this paragraph will be operative on an agency-by-agency basis.

Rates for Additional Professional Services

In the event that extraordinary circumstances require additional services beyond the agreed upon scope, C&A will provide, in writing and in advance, the reasons for the additional services along with our estimated costs and a statement that no work will be performed prior to District approval. Rates for additional services would be the same as those identified under the quoted hourly rates above.

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: January 22, 2026
TO: Members of the Governing Board
FROM: Dr. Ramon Miramontes, 6 Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Approval of Quarterly Report on Williams Uniform Complaints (Education Code §35186)

BACKGROUND INFORMATION

In accordance with Education Code §35186, Williams complaints must be filed and resolved through the Uniform Complaint Procedures (UCP). These complaints address deficiencies in instructional materials, emergency or urgent facility conditions posing a threat to the health and safety of students or staff, and teacher vacancies or misassignments.

Complaints can be filed anonymously, and complainants who provide their identity are entitled to a response if requested. Schools are required to make complaint forms available for these purposes. However, complaints submitted in writing must still be accepted, even if not on the official form. Complaints should be filed with the principal or their designee.

Local governing boards are required to report quarterly to the San Mateo County Office of Education on the nature and number of Williams complaints received. These reports are publicly presented during regular board meetings.

REPORT/PROPOSAL

For the second quarter of the 2025–26 school year, the CUSD received zero (0) Williams complaints related to instructional materials, facilities conditions, or teacher vacancies/misassignments.

FISCAL ANALYSIS

There is no financial impact on the General Fund.

RECOMMENDATION

Staff recommend the Governing Board approve the second quarter report on Williams Uniform Complaints, as required by Education Code §35186.

Prepared by: *Rosibel Acosta, Executive Assistant to the Superintendent*

SAN MATEO COUNTY OFFICE OF EDUCATION

Excellence and Equity in Education

Quarterly Report –*Williams* Uniform Complaints
[Education Code § 35186]

District: Cabrillo Unified School District

Name & Title of Preparer: Rosibel Acosta, Executive Assistant to the Superintendent

Quarter Reported: (check one)

- ☐ 1st Quarter: July 2025 through September 2025 – Due October 2025
- ☑ 2nd Quarter: October 2025 through December 2025 – Due January 2026
- ☐ 3rd Quarter: January 2026 through March 2026 – Due April 2026
- ☐ 4th Quarter: April 2026 through June 2026 – Due July 2026

Date for information to be reported publicly at governing board meeting: 01/22/2026

Please check the box that applies:

☑ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints. **Copies of the complaint and the district's written response will be submitted along with this report.**

General Subject Area	Number of Complaints Received	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials and Textbooks	0	0	0
Facility Conditions	0	0	0
Teacher Vacancy or Misassignment	0	0	0
TOTAL	0	0	0

Dr. Ramon Miramontes /

Name & Signature of Superintendent

Date: 01/23/2026

Sign and date the report ***after*** it is presented at your board meeting. Please submit the executed report to Systems for District Improvement via email at sdi@smcoe.org.

CABRILLO UNIFIED SCHOOL DISTRICT

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: January 22, 2026
TO: Members of the Governing Board
FROM: Dr. Ramon Miramontes, Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Approval of Governing Board Policy Updates as Recommended by the California School Boards Association and CUSD Staff for First and Final Reading

BACKGROUND INFORMATION

Bylaw 9310: Board Policies requires the Governing Board to maintain policies that reflect current laws, support district goals, and ensure clarity in governance.

Cabrillo Unified School District (CUSD) participates in the California School Boards Association's (CSBA) Policy Online and Manual Maintenance Service, which provides quarterly updates to ensure legal compliance and consistency with state and federal requirements. Many revisions in these updates are technical, mandate-driven, or recommended refinements that do not alter district practices.

When a quarterly maintenance review identifies 1) a change in a policy that offers optional courses of action or 2) the need for a new policy to address a particular issue, staff may recommend a first and second reading before adoption. For this cycle, the proposed revisions are mandate-driven or technical. Staff therefore recommend a first and final reading, consistent with Bylaw 9310, as the updates are non-substantive and do not require further Board discussion.

REPORT/PROPOSAL

The following Board Policies are submitted for adoption. Each has been reviewed by the appropriate district departments to ensure alignment with law, federal compliance, and CSBA-recommended updates. The proposed revisions are appropriate for consideration and adoption under the Consent/Action category.

1. Policy 3515: Campus Security
2. Policy 3515.4: Recovery For Property Loss Or Damage
3. Policy 5113: Absences and Excuses
4. Policy 6141.2: Recognition Of Religious Beliefs And Customs
5. Policy 6145.5: Student Organizations And Equal Access (new adoption)
6. Bylaw 9005: Governance Standards

These revisions reflect updated legal requirements, technical adjustments, and recommended wording improvements. No policy introduces a new district practice that would require additional Board discussion prior to adoption.

FISCAL ANALYSIS

There is no financial impact to the General Fund associated with the approval of these policy updates.

RECOMMENDATION

Approve the Governing Board Policy updates as submitted.

Prepared by: *Rosibel Acosta, Executive Assistant to the Superintendent*

CABRILLO UNIFIED SCHOOL DISTRICT
POLICY GUIDESHEET
January 22, 2026

Note: This guidesheet provides a brief summary of the policy revisions for this update.

Board Policy 3515 - Campus Security

Policy Updated to reflect The Department of Homeland Security's, "Behavioral Threat Assessment and Management in Practice," guide.

Board Policy 3515.4 - Recovery for Property Loss or Damage

Policy updated to reference current parent/guardian liability limits for the costs of specified damages caused by their minor child. Additionally, the policy was updated to clarify that debt may not be collected for damages caused by a current or former student experiencing homelessness or a foster child.

Board Policy 5113 - Absences and Excuses

Policy updated in conjunction with the accompanying administrative, with minor revisions.

Board Policy 6141.2 - Recognition of Religious Beliefs and Customs

Policy updated to reflect NEW COURT DECISION (Mahmoud v. Taylor) which held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) storybooks as part of elementary school instruction without providing parents/guardians with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children. Additionally, policy updated to extend, to students whose parents/guardians have properly opted them out of instruction on the basis of their religious beliefs, state law requirements that (1) authorize the offering of an alternative activity of similar educational value, and (2) prohibit disciplinary action, academic penalty, or other sanction on the grounds that the student was opted out.

Board Policy 6145.5 - Student Organizations And Equal Access

Policy recommended for adoption after an internal audit revealed it was never formally adopted by the district. This policy reflects the federal Equal Access Act, which applies to secondary schools receiving federal funds and prohibits discrimination against student groups based on the content of their speech. Adoption is required as the district operates a high school and receives federal funding.

Board Bylaw 9005 - Governance Standards

Bylaw updated to expand material related to CSBA's Professional Governance Standards, including Governing Board expectations as well as responsibilities for the Board as a whole and individual Board members.

Policy 3515: Campus Security **Status:** DRAFT

Original Adopted Date: 12/11/2008 | ***Last Revised Date:*** 09/14/2023 | ***Last Reviewed Date:*** 09/14/2023

The Governing Board is committed to providing a school environment that promotes the safety of students, staff, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures, which may be included in the district's comprehensive safety plan and/or site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

Reporting and Responding to Threats

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle of high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual. ***(Education Code 49390)***

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.

The Superintendent or designee may form a multidisciplinary team in order to identify, inquire, assess, and manage potentially threating student behavior.

Surveillance Systems

In consultation with the district's school site council, safety planning committee, other relevant stakeholders, and staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous and targeted locations around school buildings and grounds. ~~These~~ ***Such*** signs shall state that the facility uses video surveillance equipment for security purposes and that the equipment may or may not be actively monitored at any time. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur and

that the recordings may be used in disciplinary proceedings and/or referred to local law enforcement, as appropriate.

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreement*(s)*.

Cameras are not intended to monitor school personnel or to be used in any employee disciplinary capacity.

Policy 3515.4: Recovery For Property Loss Or Damage **Status:** DRAFT

Original Adopted Date: 12/11/2008 **| Last Revised Date:** 05/20/2020 **| Last Reviewed Date:** TBD

The Governing Board desires to create a safe and secure learning environment and to minimize acts of vandalism and damage to school property. When district property is damaged due to the willful misconduct of a student or other person, the ~~district~~ ***Superintendent or designee*** shall seek reimbursement of damages, within the limitations specified in law, from the parent/guardian of a minor child or from any other responsible individual.

The district may collect debt owed by a student or former student as a result of vandalism or to cover the replacement cost of district books, supplies, or property loaned to a student that the student ~~willfully~~ fails to return or that is willfully cut, defaced, or otherwise injured. However, ~~this policy~~ ***the Superintendent or designee*** shall not ~~apply to a student who is~~ collect debt for such damage caused by a current or former ~~homeless~~ ***student experiencing homelessness*** or foster child or youth. (Education Code 48904, 49014)

Rewards

The Board may offer and pay a reward for information leading to the determination of the identity of, and the apprehension of, any person who willfully damages or destroys any district property. (Government Code 53069.5)

The Board shall determine the appropriate amount for the reward.

The Superintendent or designee shall disburse the reward when the guilt of the person responsible for the act has been established by a criminal conviction or other appropriate judicial procedure. If more than one person provides information, the reward shall be divided among them as appropriate.

Policy 5113: Absences And Excuses

Status: DRAFT

Original Adopted Date: 12/11/2008 **| Last Revised Date:** 11/09/2017 **| Last Reviewed Date:** 11/09/2025

The Governing Board believes that regular attendance plays an important role in student achievement. The Board shall work with parents/guardians and students to ensure their compliance with all state attendance laws and may use appropriate legal means to correct problems of chronic absence or truancy.

In accordance with law, Board policy, and administrative regulation, absence ~~Absence~~ from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons~~, as permitted by law, Board policy, and administrative regulation.~~ ***as specified in*** ~~(~~Education Code 48205~~)~~***, and work in the entertainment or allied industry as permitted pursuant to Education Code 48225.5.***

When a student's absence from school is excused, the student's teacher shall determine identical or reasonably equivalent assignments and tests to those missed during the absence which the student shall be permitted to complete for full credit within a reasonable amount of time as determined by the teacher. (Education Code 48205, 48225.5)

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulation. (Education Code 46014)

~~Inasmuch as~~ ***Because*** school attendance and class participation are integral to students' learning experiences, parents/guardians and students shall be encouraged to schedule medical and other appointments during non-school hours.

Students shall not be absent from school without their parents/guardians' knowledge or consent, except in cases of medical emergency or, as authorized pursuant to Education Code 46010.1, for a confidential medical appointment.

The Board shall, by resolution entered into its minutes, approve reasonable methods that may be used to verify student absences due to illness or quarantine. (5 CCR 421)

Policy 6141.2: Recognition Of Religious Beliefs And Customs

Status: DRAFT

Original Adopted Date: 12/11/2008 | **Last Revised Date:** 05/15/2025 | **Last Reviewed Date:** TBD

The Governing Board recognizes that students' education would be incomplete without an understanding of the role of religion in society. As appropriate for a particular course, teachers may objectively discuss the influences of various religions, using religious works and symbols to illustrate their relationship with culture, literature, or the arts. The Board expects that such instruction will identify principles common to all religions and foster respect for the diversity of religions and customs in the world and be consistent with the adopted instructional materials and state standards, as applicable.

In order to respect each student's individual right to freedom of religious practice, religious indoctrination is forbidden in public schools. The Superintendent or designee shall ensure that instruction about religion does not promote or denigrate the beliefs or customs of any particular religion or sect, nor that a preference be shown for one religious viewpoint over another. ~~Staff members~~ ***Teachers and other district staff*** shall be highly sensitive to their obligation not to interfere with the religious development of any student in whatever tradition the student embraces, and treat all religions and religious convictions, including nonbelief, with fairness and respect.

Staff shall not endorse, encourage, or solicit religious or anti-religious expression or activities among students during class time.

Staff shall not coerce students in prayer or other religious activities as part of their official duties. However, ~~Staff~~ ***staff*** are not prohibited, when acting in their private capacity, from encouraging students' participation in personal prayer or other religious activity. Additionally, staff shall not prohibit or discourage any student from praying or otherwise expressing the student's religious belief so long as this does not disrupt the classroom or other ~~school~~ ***district***-sponsored activity.

Students may express their beliefs about religion in their homework, artwork, and other class work if the expression is germane to the assignment. Such work shall be judged by ordinary academic standards, relevance, and other legitimate pedagogical objectives.

While teaching about religious holidays is a permissible part of the educational program, celebrating religious holidays is not allowed in the district. ~~School~~ ***District***-sponsored programs shall not be, nor have the effect of being, religiously oriented or a religious celebration. School and classroom decorations may express seasonal themes that are not religious in nature. The use of religious symbols that are part of a religious holiday is permitted as a teaching aid or resource provided that such symbols are displayed as an example of cultural and religious heritage of the holiday and temporary in nature.

Classroom methods in instruction about religion shall not include religious role-playing activities or simulated religious devotional acts.

Music, art, literature or drama programs having religious themes are permitted as part of the curriculum for ~~school~~ ***district***-sponsored activities and programs if presented in an objective manner and as a traditional part of cultural and religious heritage.

District schools shall not prohibit religious activities if the same or similar non-religious activities are permitted.

When required by law, the district shall notify parents/guardians that they may, via written request, opt their students out of instruction on the basis of their religious beliefs as specified in the accompanying administrative regulation. Students whose parents/guardians opt them out of such instruction may be offered an alternative activity of similar

educational value. Additionally, a student shall not be subject to disciplinary action, academic penalty, or other sanction on the grounds that the student was opted out of such instruction.

Policy 6145.5: Student Organizations And Equal Access

Status: NEW
DRAFT

Original Adopted Date: TBD | **Last Revised Date:** TBD | **Last Reviewed Date:** TBD

The Governing Board believes that student groups or clubs reinforce the instructional program, give students experience in civics and government, and provide social and recreational activities. Student groups also serve to honor outstanding student achievement and enhance school spirit and students' sense of belonging. Prior to meeting on school grounds, all student groups shall be authorized by the principal or designee in accordance with Board policy and administrative regulation.

In order to maintain a closed forum on school campuses, only student-initiated groups that relate directly to the curriculum shall be allowed to meet on school premises during noninstructional time.

All curriculum-related student clubs or groups shall have equal access to the school media to announce meetings, including, but not limited to, the public address system, the school newspaper, the school bulletin board, and school web site.

Noncurriculum-related student groups are subject to the requirements specified in Board policy and administrative regulation for community groups regarding the use of district facilities for meetings and the right to distribute materials to students.

Bylaw 9005: Governance Standards **Status:** DRAFT

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

The Governing Board ~~believes that its primary responsibility is~~ **expects itself** to act in the best interests of every student in the district **within the legal confines established by law and the fiscal confines established by the budget**.

The Board ~~also has major commitments to parents/guardians, all members of the community, employees, the state of California, laws pertaining to public education, and established policies of the district. To maximize Board effectiveness and public confidence in district governance, Board members are expected to~~ **shall** govern **the district** responsibly and ~~hold themselves~~ **uphold** to the highest standards of ethical conduct.

~~The Board expects its members to work with each other and the Superintendent to ensure that a high-quality education is provided to each student. Each individual Board member shall:~~

In order to set the direction for the district, provide a high quality education to each student, ensure proper accountability and oversight of the district and the Superintendent, and offer community leadership on behalf of the district and public education, the Board expects itself to have a unity of purpose and to:

1. **Keep the district focused on learning and achievement for all students**
2. **Communicate a common vision**
3. **Operate openly, with trust and integrity**
4. **Govern in a dignified and professional manner, treating everyone with civility and respect**
5. **Govern within Board-adopted policies and procedures**
6. **Take collective responsibility for the Board's performance**
7. **Periodically evaluate its own effectiveness**
8. **Ensure opportunities for the diverse range of views in the community to inform Board deliberations**

In fulfilling its role, the Board is responsible for:

1. **Involving the community, parents/guardians, students, and staff in regularly developing or updating a common vision for the district focused on learning and achievement and responsive to the needs of all students**
2. **Adopting and updating policies consistent with law and the district's vision and goals**
3. **Maintaining accountability for student learning by adopting curricula and monitoring student progress**
4. **Hiring and supporting the Superintendent so that the vision, goals, and policies of the district can be implemented**
5. **Conducting regular and timely evaluations of the Superintendent based on the vision, goals, and performance of the district, and ensuring that the Superintendent holds district personnel accountable**
6. **Adopting a fiscally responsible budget based on the district's vision and goals, and regularly monitoring the fiscal health of the district**
7. **Ensuring that a safe and appropriate educational environment is provided to all students**
8. **Establishing a framework for the district's collective bargaining process and adopting responsible agreements**

9. **Providing community leadership on educational issues and advocating on behalf of students and public education at the local, state, and federal levels**

In addition, each individual Board member is expected to:

1. Keep learning and achievement for all students as the primary focus
2. Value, support**,** and advocate for public education
3. Recognize and respect differences of perspective and style on the Board and among staff, students, parents**/guardians,** and the community
4. Act with dignity, and understand the implications of demeanor and behavior
5. Keep confidential matters confidential
6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader
7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff
8. Understand that authority rests with the Board as a whole and not with individuals

~~Board members also shall assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have a unity of purpose and:~~

~~9. Keep the district focused on learning and achievement for all students~~
~~10. Communicate a common vision~~
~~11. Operate openly, with trust and integrity~~
~~12. Govern in a dignified and professional manner, treating everyone with civility and respect~~
~~13. Govern within Board-adopted policies and procedures~~
~~14. Take collective responsibility for the Board's performance~~
~~15. Periodically evaluate its own effectiveness~~
~~16. Ensure opportunities for the diverse range of views in the community to inform Board deliberations~~

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: January 22, 2026
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 – December 11, 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, Executive Assistant to the Superintendent*

Annual Organization and Regular Governing Board Meeting
Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Date and Time
Thursday, December 11, 2025, at 6:00 p.m.
Location
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

a. Call Public Session to Order
President Daniel called the meeting to order at 6:03 p.m.

b. Roll Call / Quorum
A quorum of the Board was present.

Board Members Present:

- Carmen Daniel, President
- Lizet Cortes, Vice President
- Peter Cerneka, Clerk
- Breanna Lafontaine, Member
- Mary Beth Alexander, Member
- Maverick Johnson, Student Board Member, Half Moon Bay High School
- Martin Juarez, Student Board Member, Pilarcitos High School

Draft

Administrators Present:

- Dr. Ramon Miramontes, Superintendent
- Jennifer Marsh, Chief Business Officer
- Israel Castillo, Chief Academic Officer

c. Pledge of Allegiance

Pilarcitos High School Student Board Member led the Pledge of Allegiance.

d. Approval of the Agenda

A motion was made to approve the agenda as presented.

Moved by: Breanna Lafontaine
Seconded by: Mary Beth Alexander

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Votes:

Maverick Johnson, Student Board Member, Half Moon Bay High School

Martin Juarez, Student Board Member, Pilarcitos High School

2. SPOTLIGHT THE COASTSIDE WAY!

a. Celebrating Our Success

1. **Community Celebrations**
   Recognition of Board Member Carmen Daniel for her exceptional leadership and dedicated service as Board President of the Governing Board in 2025, acknowledging her commitment to collaborative governance, student-centered decision-making, and strengthening partnerships across the Cabrillo Unified School District community.
   The Board recognized ***Board Member Carmen Daniel*** for her service as Board President in 2025.

b. Student Board Members Report

Draft

1. Half Moon Bay High School Student Board Member ***Student Board Member Maverick Johnson*** provided updates on state assessments participation, campus cleanliness improvements, leadership activities, and upcoming student events.
2. Pilarcitos High School Student Board Member *S**tudent Board Member Martin Juarez*** provided updates on student activities, community partnerships, foundation fundraising, outdoor education, and college enrollment.

3. ANNUAL GOVERNING BOARD ORGANIZATION

a. **Election of Governing Board Officers to Serve from December 2025 through December 2026** (Action)

Supporting Documents/Attachments:

1. Bylaw 9100 Organization.pdf

A motion was made to elect Member Lizet Cortes as Board President.

Moved by: Mary Beth Alexander
Seconded by: Breanna Lafontaine

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Votes:

Maverick Johnson, Student Board Member, Half Moon Bay High School

Martin Juarez, Student Board Member, Pilarcitos High School

A motion was made to elect Peter Cerneka as Vice President.

Moved by: Breanna Lafontaine
Seconded by: Lizet Cortes

Draft

Aye Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Votes:

Maverick Johnson, Student Board Member, Half Moon Bay High School

Martin Juarez, Student Board Member, Pilarcitos High School

A motion was made to elect Breanna Lafontaine as Clerk.

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 Votes:

Maverick Johnson, Student Board Member, Half Moon Bay High School

Martin Juarez, Student Board Member, Pilarcitos High School

A motion was made to appoint Superintendent Dr. Ramon Miramontes as Secretary to the Board.

Moved by: Lizet Cortes

Seconded by: Breanna Lafontaine

Aye Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Votes:

Maverick Johnson, Student Board Member, Half Moon Bay High School

Martin Juarez, Student Board Member, Pilarcitos High School

Draft

A motion was made to authorize the President, Vice President, Clerk to the Governing Board, and/or Secretary as signatories for the Governing Board.

Moved by: Mary Beth Alexander
Seconded by: Breanna Lafontaine

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Votes:

Maverick Johnson, Student Board Member, Half Moon Bay High School

Martin Juarez, Student Board Member, Pilarcitos High School

b. Approval of the Schedule of Regular Governing Board Meetings for the Year 2026 (Action)

Supporting Documents/Attachments

1. 2026_Board_Meetings_Schedule_DRAFT.pdf

A motion was made to approve the Schedule of Regular Governing Board Meetings for the Year 2026, as presented.

Moved by: Breanna Lafontaine
Seconded by: Peter Cerneka

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Votes:

Maverick Johnson, Student Board Member, Half Moon Bay High School

Martin Juarez, Student Board Member, Pilarcitos High School

Draft

c. **Designation of Governing Board Representatives to Committees and Commissions for the Year 2026** (Discussion/Action)

A motion was made to approve Governing Board Representatives to District-Created Committees and Other Committees/Commissions for the Year 2026, as discussed.

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 Votes:

Maverick Johnson, Student Board Member, Half Moon Bay High School

Martin Juarez, Student Board Member, Pilarcitos High School

d. Review of Annual Remuneration, Reimbursement, and Other Benefits to Board Members (Possible Action)

Supporting Documents/Attachments:

1. Bylaw 9250 Remuneration Reimbursement And Other Benefits_241217.pdf
2. Bylaw 9250 Remuneration Reimbursement And Other Benefits_SAMPLE.pdf

A motion was made to approve a five percent (5%) increase to Board Member remuneration.

Moved by: Mary Beth Alexander
Seconded by: Lizet Cortes

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Draft

Passed 5-0

Preferential Votes:

Maverick Johnson, Student Board Member, Half Moon Bay High School

Martin Juarez, Student Board Member, Pilarcitos High School

At 6:27 p.m., a motion was made to recess for 5 minutes to allow for seating adjustments.

Moved by: Carmen Daniel

Seconded by: Breanna Lafontaine

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Votes:

Maverick Johnson, Student Board Member, Half Moon Bay High School

Martin Juarez, Student Board Member, Pilarcitos High School

President Lizet Cortes reconvened the meeting at 6:32 p.m.

4. GENERAL BUSINESS

a. Certification and Approval of CUSD First Interim Financial Report: Fiscal Year 2025-26

Supporting Documents/Attachments:

1. First Interim Financial Report: Fiscal Year 2025-26 Presentation
2. 2025-26 First Interim Report

A motion was made to approve the CUSD First Interim Financial Report: Fiscal Year 2025-26, as presented.

Moved by: Mary Beth Alexander

Seconded by: Breanna Lafontaine

Draft

Aye Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Votes:

Maverick Johnson, Student Board Member, Half Moon Bay High School

Martin Juarez, Student Board Member, Pilarcitos High School

5. COMMUNICATIONS

a. Public Comments on Nonagenda or Consent Items

None.

b. Employee Organizations Report

1. Cabrillo Unified Teachers Association (CUTA) Representatives
   CUTA President John Carrey addressed regional labor updates, district negotiations, evaluation of TK and kindergarten programs, and bargaining priorities related to compensation and benefits to support teacher recruitment and retention.
2. California School Employee Association (CSEA) Representatives
   None.

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 presented.

Moved by: Mary Beth Alexander
Seconded by: Peter Cerneka

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Votes:
Maverick Johnson, Student Board Member, Half Moon Bay High School
Martin Juarez, Student Board Member, Pilarcitos High School

a. Ratification of Half Moon Bay High School Cheer Field Trip to Anaheim, California, for Holiday Showcase Cheer Competition, December 11-14, 2025

b. Approval of Half Moon Bay High School Future Farmers of America Field Trip to Made for Excellence Conference in Seaside, California, January 11-12, 2026

c. **Approval of Classified Personnel Report**

d. Approval of Certificated Personnel Report

e. **Approval of Donations to Cabrillo Unified School District**

Supporting Documents/Attachments:

1. Summary Site Donations 12.11.2025

f. **CUSD Enrollment Report**

Supporting Documents/Attachments:

1. CUSD Enrollment Report 2025-26 Period 4

g. **Information on Warrant Register Report Processed**

Supporting Documents/Attachments:

1. November 2025 Warrant Register Redacted

Draft

h. Authorization to Procure New Furniture for El Granada School Phase 2 Modernization, Buildings A, D, and K

Supporting Documents/Attachments:

1. Piggyback Furniture Bid Contract
2. Proposal for Building K Furniture
3. Proposal for Buildings A & D Furniture

i. Approval of Master Services Agreements with Pre-Qualified Architectural Firms for Measure K Bond Projects

Supporting Documents/Attachments:

1. DCA Master Service Agreement
2. SVA Master Service Agreement
3. Peartree Master Service Agreement

j. Approval of Governing Board Policy Updates as Recommended by the California School Boards Association and CUSD Staff for First and Final Reading

Supporting Documents/Attachments:

1. Policy Guidesheet.pdf
2. 5113 AR Absences And Excuses_0925_DRAFT.pdf
3. 5113.2 BP Work Permits_0925_DRAFT.pdf
4. 5141 BP Health Care And Emergencies_0925_DRAFT.pdf
5. 5141.4 BP Child Abuse Prevention And Reporting_0925_DRAFT.pdf
6. 5142 BP Safety_0925_DRAFT.pdf

k. Approval of Governing Board Meeting Minutes

Supporting Documents/Attachments:

1. Regular Meeting - Nov 13 2025 - Minutes - Html

7. GOVERNING BOARD REPORTS

Draft

a. Board Members

Clerk Breanna Lafontaine shared highlights from the CSBA Annual Education Conference, including professional learning and collaboration with board members statewide. She also discussed bond funding considerations and districtwide planning.

Member Mary Beth Alexander reflected on the CSBA Conference, including state legislative updates, reporting requirements, and CSBA efforts to reduce mandated reporting. She also raised considerations regarding the Board officer rotation process.

Vice President Peter Cerneka reported community feedback related to student behavior, reading performance, and facilities funding. He suggested future Board discussions, potential study sessions, and a review of the facilities master plan.

Member Carmen Daniel shared reflections from attending the CSBA Annual Education Conference, including participation in a gubernatorial candidate forum, and noted the importance of communication.

President Lizet Cortes highlighted professional learning at the CSBA conference, acknowledged student board member contributions, discussed student engagement topics, referenced student support programs, and announced an upcoming Familias Unidas meeting.

b. Superintendent Report

Superintendent Dr. Ramon Miramontes shared holiday well wishes for district staff and highlighted the CSBA conference as professional development for Board members. He thanked staff for coordination and monitoring efforts and referenced ongoing district work and governance support.

Dr. Miramontes reported on recent student athletic events demonstrating sportsmanship and positive competition. He also recognized student board member Martin Juarez for receiving an external award, highlighting his leadership and advocacy for students across district schools.

Draft

8. CLOSED SESSION

a. Identification of Closed Session Topics of Discussion

President Cortes identified the topics listed in the Closed Session agenda.

b. Public Comments on Closed Session Items

None.

c. Adjournment to Closed Session

The Board adjourned to Closed Session at 7:36 p.m.

d. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION (Government Code 54956.9(d)(1))

1. **Case Number**: 121125 (internal identification number for record-keeping purposes)

This item includes confidential attachments, provided exclusively to Board members for Closed Session review.

e. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION (Government Code 54956.9(b)

1. **One case**

This item includes confidential attachments, provided exclusively to Board members for Closed Session review.

f. Adjournment of Closed Session and Reconvening in Open Session

The Board reconvened to Open Session at 7:47 p.m.

g. Report Action Taken in Closed Session

President Cortes reported the following action in Closed Session:

- The Board voted 5-0 to approve a Settlement Agreement, Case No. 121125 (internal identification number for record-keeping purposes)

Draft

9. CLOSING ITEMS

a. Adjournment of the Meeting

A motion was made to adjourn the December 11, 2025, Regular Meeting at 7:48 p.m.

Moved by: Breanna Lafontaine
Seconded by: Peter Cerneka

Aye Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Absences:

Maverick Johnson, Student Board Member, Half Moon Bay High School - Left the meeting at 7:36 p.m.

Martin Juarez, Student Board Member, Pilarcitos High School - Left the meeting at 7:36 p.m.

Minutes prepared by Rosibel Acosta, Executive Assistant to the Superintendent.

Breanna Lafontaine, Clerk

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