Regular Governing Board Meeting

CABRILLO UNIFIED SCHOOL DISTRICT

Published on Friday, June 12, 2026

Date and Time
Thursday, June 18, 2026, at 6:00 PM

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

Broadcast Live on PacificCoast.TV

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

Spanish Translation https://drive.google.com/file/d/1HV7-_llWwDVIq5i645isuDxfOIJYGaJ5/view

ACCESSIBILITY
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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 www.cabrillo.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.

Page

1. OPENING ITEMS

a. Call Public Session to Order

b. Roll Call / Quorum

c. Pledge of Allegiance

d. Approval of the Agenda

2. SPOTLIGHT THE COASTSIDE WAY!

a. Celebrating Our Success

1. Recognition of the **Los Listos Preschool** staff for their commitment to early learning, family engagement, and creating a strong foundation for student success.

b. Los Listos Preschool and Special Day Class Preschool Presentation (Presentation) 7

Supporting Documents/Attachments:

1. Los Listos Early Learning Board Presentation 2026.pdf

3. GENERAL BUSINESS

a. Approval of 2026-27 Local Control and Accountability Plan (LCAP) (Action) 19

Supporting Documents/Attachments:

1. 2026-27 Local Control Accountability Plan

b. Adoption of CUSD Budget for the Fiscal Year 2026-27 (Action) 170

Supporting Documents/Attachments:

1. CUSD Budget for Fiscal Year 2026-27

c. Approval of School Meals Services Agreement with Ordo Inc. for Vended Breakfast and Lunch Services for the 2026-27 School Year (Action) 299

Supporting Documents/Attachments:

1. School Meals Services Agreement with Ordo Inc.

d. Award of Contract to SCAPES, Inc. for Field Renovation and Turf Seeding at Hatch Elementary School (CUPCCAA Informal Bidding) (Action) 447

Supporting Documents/Attachments:

1. SCAPES Inc. Proposal for Field Renovation and Turf Seeding at Hatch

e. Approval of Derivi Castellanos Architects (DCA) Proposal P26.010 for Pool Demolition Design Services, Half Moon Bay High School (Measure K Funds) (Action) 450

Supporting Documents/Attachments:

1. DCA Proposal P26.010 HMBHS Pool Demolition

f. Approval of Derivi Castellanos Architects (DCA) Proposal P26.022 for Building G Design Services, Half Moon Bay High School (Measure K Funds) (Action) 459

Supporting Documents/Attachments:

1. DCA Proposal P26-022 HMBHS New G Building

g. Approval of Derivi Castellanos Architects (DCA) Proposal P26.011 for New Competition Pool and Support Facilities Design Services, Half Moon Bay High School (Measure K Funds) (Action) 468

Supporting Documents/Attachments:

1. DCA Proposal P26.011 HMBHS New Pool

h. Resolution 09-2026 Calling a November 3, 2026 Election for Renewal of the Cabrillo Unified School District Education Parcel Tax (Action) 478

Supporting Documents/Attachments:

1. Resolution No. 09-2026 Calling a November 3, 2026, Election for Renewal of the CUSD Education Parcel Tax

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 Representatives to the California Interscholastic Federation League 2026-27 (Consent/Action) 491

Supporting Documents/Attachments:

2026-27 CIF HMBHS Representatives to League Form.pdf

b. Approval of Agreement with Legacy Mastery Academy for Professional Development Services for the 2026–27 School Year (Consent/Action) 494

Supporting Documents/Attachments:

1. Legacy Mastery Academy Agreement 2026-27
2. Legacy Mastery Academy Proposal

c. Approval of CareerLaunchPath Agreement for 2026-27 School Year 504

(Consent/Action)

Supporting Documents/Attachments:

1. CareerLaunchPad Agreement 2026-27

d. Approval of Distribution/Disposal of Obsolete Curriculum at Elementary Schools (Consent/Action) 508

e. Approval of Renewal of the Director of Student Services Job Description 509
(Consent/Action)

Supporting Documents/Attachments:

Director of Student Services Job Description 2026.pdf

f. CUSD Enrollment Report (Consent/Information) 513

Supporting Documents/Attachments:

1. CUSD Enrollment Report 2025-26 Period 11

g. Approval of Agreement for Consulting Services with Total School Solutions 515
(Consent/Action)

Supporting Documents/Attachments:

1. Agreement for Consulting Services with Total School Solutions

h. Approval of Quarterly Report on Williams Uniform Complaints (Education Code §35186) (Consent/Action) 519

Supporting Documents/Attachments:

1. Williams_UCP_Report_Q4_2025-26.pdf

i. Approval of Governing Board Policy Updates as Recommended by the California School Boards Association and CUSD Staff for First and Final Reading 521
(Consent/Action)

Supporting Documents/Attachments:

1. Policy Guidesheet.pdf
    a. 5141.75 BP Weather Safety_0526_NEW_DRAFT.pdf
    b. 5142 BP Safety_0526_DRAFT.pdf
    c. 7110 BP Facilities Master Plan_0526_DRAFT.pdf

6. GOVERNING BOARD REPORTS

a. Board Members

b. Superintendent Report

7. CLOSED SESSION

a. Identification of Closed Session Topics of Discussion

b. Public Comments on Closed Session Items

c. Adjourn to Closed Session

d. CONFIDENTIAL STUDENT MATTERS: Approval of Individual Service Agreements for Students: 061126, 061226, and 061326
This item includes confidential attachments, provided exclusively to Board members for Closed Session review.

e. Adjourn Closed Session and Reconvene Open Session

f. Report of Action Taken in Closed Session

8. CLOSING ITEMS

a. Adjournment of the Meeting

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Dr. Ramon Miramontes

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

MEMORANDUM

MEETING DATE: June 18, 2026
TO: Members of the Governing Board
FROM: James Barnes, Director of Educational Support Services
Graciela Krabbenschmidt, Early Childhood Educator Supervisor
CATEGORY: Presentation
ITEM TITLE: Los Listos Preschool and Special Day Class Preschool Presentation

BACKGROUND INFORMATION

Supervisor Graciela Krabbenschmidt and Director James Barnes will provide an overview of the state and Special Day Class (SDC) preschools' unique site-based programs.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

This item is presented for information only.

Prepared by: *Vanessa Jeronimo*

Andrew Boysen Principal
1 Lewis Foster Dr. Half Moon Bay 94019
650-712-7200 boysena@cabrillo.k12.ca.us

Half Moon Bay High School
Michael Barragan Athletic Director
1 Lewis Foster Dr. Half Moon Bay 94019
650-712-7200 barraganm@cabrillo.k12.ca.us

Half Moon Bay High School
Lisa Longaker Assistant Principal
1 Lewis Foster Dr. Half Moon Bay 94019
650-712-7200 longakerl@cabrillo.k12.ca.us

CUSD
Cabrillo Unified School District

2025-26

Los Listos Early Learning Program

Dr. Ramon Miramontes

498 Kelly Avenue Half Moon BAy 94019

640-712-7100

Graciela Krabbenschmidt & James Barnes
Governing Board Meeting
June 11th, 2026

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AGENDA

- Early Screenings and Referrals
- Students Served / Inclusion
- Transitional Kindergarten/ Kinder Wraparound Services
- Curriculum and Alignment
- Additional Family Support and Resources
- Questions

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Early Screenings

- **Identification of Families:** We identify families on the waitlist who are currently interested in enrolling at Los Listos Preschool.
- Students who have attended the SDC Preschool for at least one year and are ready to transition into the Inclusion Program, as recommended by the SPED team, are also placed at Los Listos Preschool.
- **Universal Screening:** The program administers the *Ages and Stages Questionnaire and the Ages and Stages Social-Emotional Questionnaire* to screen and assess children's developmental progress in the areas of communication, gross motor, fine motor, and social-emotional skills. These evidence-based screening tools help identify children who may benefit from a more comprehensive evaluation for developmental delays at an early age, allowing for timely intervention and support.

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Students Served

- Contract by CSPP (California State Preschool Program) 2025-2026 school year is for 45 part day spaces
- Families are certified for 2 years
- Serving children 3 - 4 years old.
- We serve children with special needs, including those with full Individualized Education Programs (IEPs) and exceptional needs.
- TK students and wraparound services are now being offered for the fifth year

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Inclusion Program

- We offer two morning classes that include children eligible for special education services, providing them with the opportunity to benefit from a comprehensive inclusion session within the general preschool program.

  Our classes will follow the 20/80 model, where we partner closely with special education staff, including physical therapists (PT), occupational therapist (OT), behaviorist, and speech & language services. The special education staff will be pushing into our preschool morning classes to provide daily support to all students and staff within our preschool program, ensuring comprehensive and inclusive support for everyone.

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Special Day Class Preschool

- Follows Los Listos in the afternoon, from 12:20-3:00pm
- SDC Preschool is a Cabrillo USD program (not part of the Los Listos state preschool program)
- Education Specialist Megan Coats runs the program with two paraprofessionals
- Number of students enrolled: 6
- Students in the SDC preschool have needs greater than can be served through the inclusion program at Los Listos
- Once students turn 3 years old who have been previously identified as having special needs through the Golden Gate Regional Center, for instance, they can come to CUSD for an IEP evaluation. Additionally, some students enrolled at Los Listos may be evaluated once they are enrolled
- Once school age, students may move on to the SDC TK/K class newly created at Farallone View or, in some cases, to nonpublic schools

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Curriculum Alignment and Assessment

- The *Desired Results Developmental Profile (DRDP's)* assessment instrument is designed for teachers to observe, document, and reflect on the learning, development, and progress of children. Observations are done throughout the year, and lesson plans are based on the students' needs.
- *California Preschool Learning Foundations* are used in all developmental areas, and we hold teacher parent conferences twice a year to keep our families informed about their children's progress.
- The Brigance Screener Assessment is administered twice a year (September and May).
- Embedded Instruction (SMCOE)

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Family Engagement

Los Listos Family Engagement Plan

Our Los Listos Family Engagement Plan focuses on two main goals: building trusting relationships between educators and families, and connecting family activities to student learning.

Key Components:

- **Early Learning:** We support early education for children aged 3-5, laying the groundwork for lifelong learning.
- **Building Connections:** We create opportunities for caregivers to connect with other families, forming a supportive community.
- **Family Network System:** We aim to establish a strong network where families can share resources and support each other.

Monthly Parent Engagement Activities:

We plan various monthly activities, including:

- **PAC (Parent Advisory Committee) Meetings:** Discuss program updates and gather parent feedback.
- **Parent-Teacher Conferences:** Talk about student progress and set goals.
- **Local Field Trips:** Enrich learning experiences with family involvement.
- **Community Breakfasts:** Build community and share insights informally.
- **Family Workshops:** Provide sessions on various topics to support families.

Los Listos Class of 2024-2025











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Cabrillo Unified School District

Thank you!

QUESTIONS?

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SUPERINTENDENT
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MEMORANDUM

MEETING DATE: June 18, 2026
TO: Members of the Governing Board
FROM: Israel Castillo, Ed. M., Chief Academic Officer
CATEGORY: Action
ITEM TITLE: Approval of 2026 Local Control and Accountability Plan (LCAP)

BACKGROUND INFORMATION

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

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2026 LCAP year must be posted as one document assembled in the following order:

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

In California, the 2026-27 Local Control and Accountability Plan (LCAP) requires LEAs to update their LCAPs each year, including a Budget Overview for Parents and LCAP Action Tables. The 2026-27 LCAP, along with the Budget Overview for Parents and LCAP Action Tables, must be adopted by the LEA's local governing board or body at a public meeting on or before July 1, 2026, and submitted within 5 days of that adoption. The Cabrillo Unified School District LCAP received an extensive revision and recommendations by our San Mateo County (SMCOE) partners and tonight we're presenting the revised plan for board approval.

FISCAL ANALYSIS

The calculated LCFF supplemental dollars for the LCAP is $1,917,380.

RECOMMENDATION

Approve as submitted.

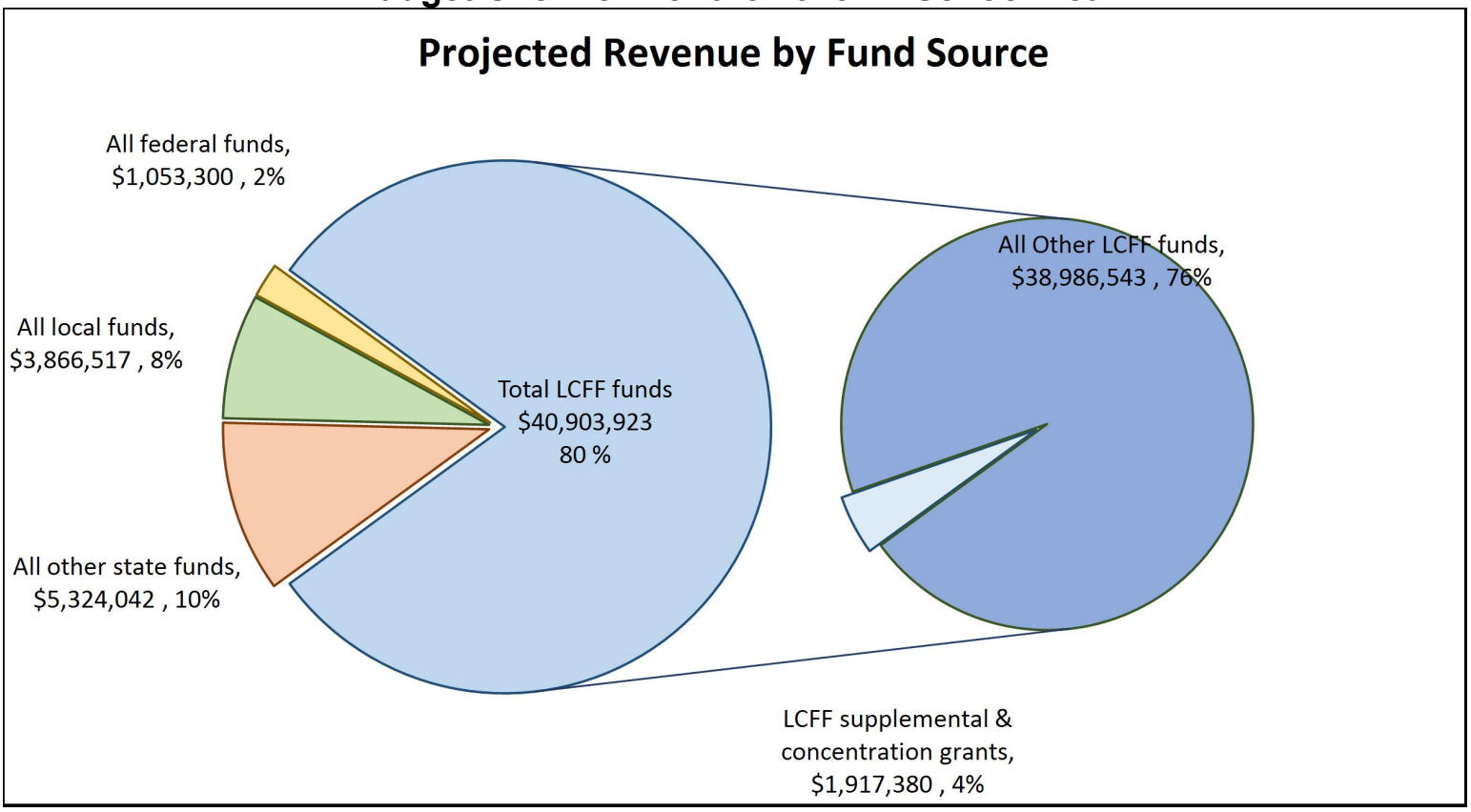
Prepared by: *Josefina Infanzon*

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cabrillo Unified School District
CDS Code: 41-68890-0000000
School Year: 2026-27
LEA contact information:
Dr. Ramon Miramontes
Superintendent
miramontesr@cabrillo.k12.ca.ua
(650) 712-7100 (Ext 102)

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

Budget Overview for the 2026-27 School Year

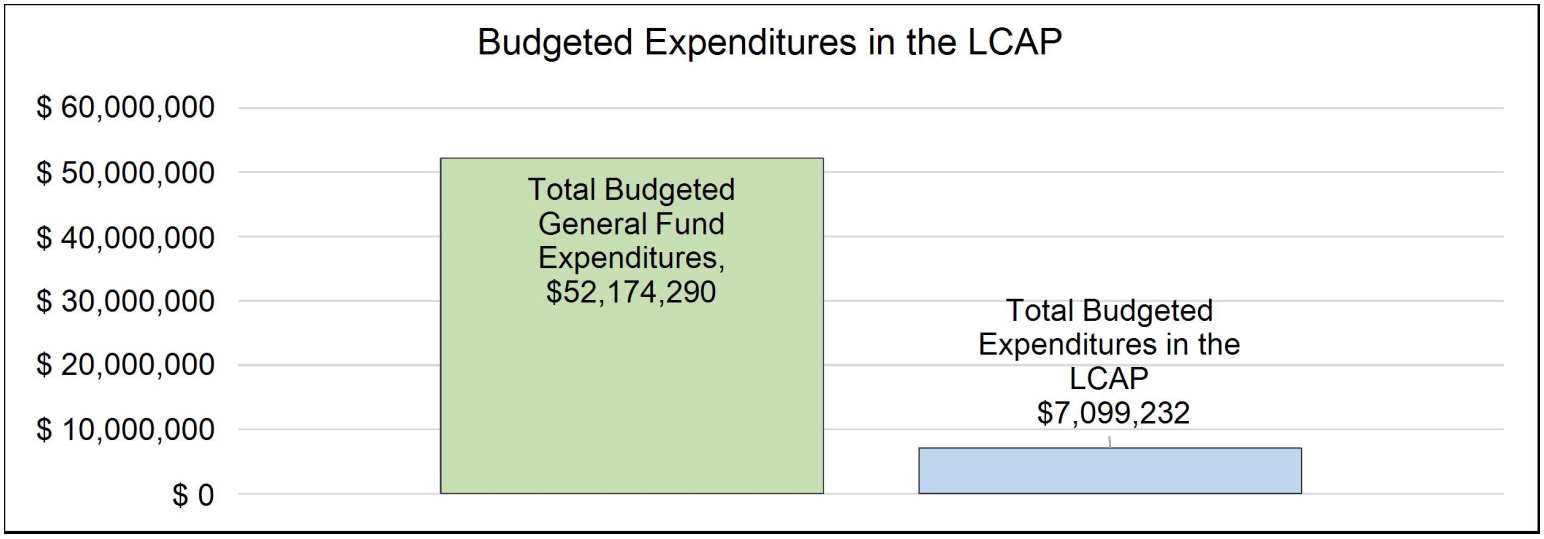


This chart shows the total general purpose revenue Cabrillo Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cabrillo Unified School District is $51,147,782, of which $40,903,923 is Local Control Funding Formula (LCFF), $5,324,042 is other state funds, $3,866,517 is local funds, and $1,053,300 is federal funds. Of the $40,903,923 in LCFF Funds, $1,917,380 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Cabrillo Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cabrillo Unified School District plans to spend $52,174,290 for the 2026-27 school year. Of that amount, $7,099,232 is tied to actions/services in the LCAP and $45,075,058 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

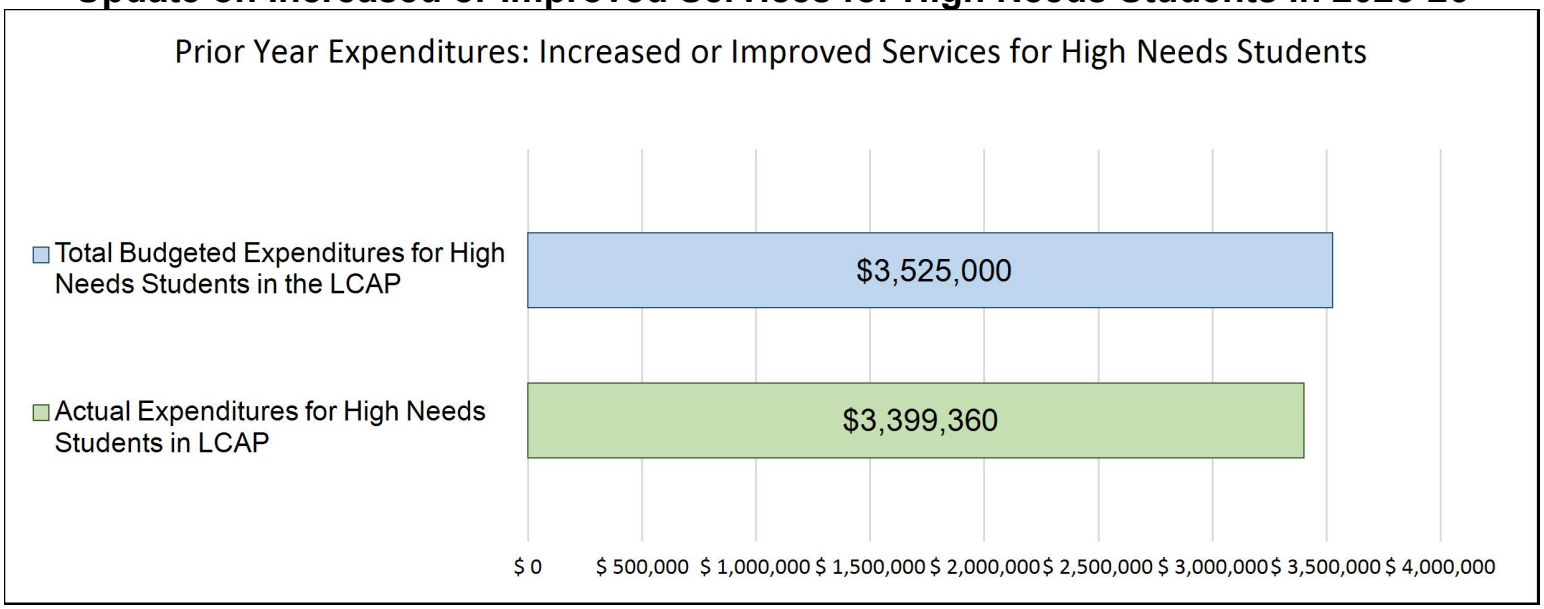
The majority of Cabrillo Unified School District's General Fund Budget expenditures for the 2025–2026 school year were incorporated into the District's Local Control and Accountability Plan (LCAP). Some expenditures were excluded from the LCAP, specifically those funded through local, state, and federal one-time grants, restricted categorical funding sources, and one-time bond expenditures that fall outside the scope of LCAP planning requirements. Excluded funds and grants supported a range of programs, services, and operational needs during the current year, including facilities improvements and environmental sustainability projects, curriculum purchases and instructional materials, professional development activities funded through one-time grant allocations, mental health and student wellness services supported through dedicated Mental Health funding, early literacy programming supported through Big Lift grant funding, Career Technical Education investments supported through CTE grant funding, and other supplemental and one-time funding sources strategically leveraged to offset LCAP expenditures and extend the reach of services provided to students.
Where applicable, these alternative funding sources were used in coordination with LCAP resources to maintain and expand services for all students — particularly unduplicated student groups — while preserving the district's fiscal stability and ensuring compliance with all applicable state and federal funding requirements.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Cabrillo Unified School District is projecting it will receive $1,917,380 based on the enrollment of Foster Youth, English learner, and low-income students. Cabrillo Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cabrillo Unified School District plans to spend $3,525,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Cabrillo Unified School District's LCAP budgeted $3,525,000 for planned actions to increase or improve services for high needs students. Cabrillo Unified School District actually spent $3,399,360 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $125,640 had the following impact on Cabrillo Unified School District’s ability to increase or improve services for high needs students:

In 2025–2026, the total estimated actual expenditures for actions and services designed to increase or improve services for high-needs students were lower than the total budgeted expenditures across several goals and actions. While this difference reflects variances in planned spending, it did not result in a reduction of services or supports for unduplicated student populations. Rather, the district strategically realigned resources, leveraged supplemental and grant-based funding streams, and utilized operational efficiencies to maintain — and in several cases expand — the scope and quality of services provided to English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities throughout the school year.

Several actions reflected lower-than-anticipated expenditures due to delayed program implementation, staffing transitions, and the strategic decision to fund services through alternative funding sources rather than LCAP allocations. Under Action 3.2 (Social Emotional Support), the significant variance of $511,069 primarily reflects the district's intentional decision to restructure mental health service delivery by reassigning three newly hired counselors — totaling approximately $300,000 — to Goal 2, Action 1, to more effectively align counseling supports with districtwide academic and student wellness priorities. Mental Health funding and other grant resources were used to maintain MTSS coordination and behavioral supports, ensuring that students experienced no reduction in access to counseling or mental health services. Similarly, under Action 3.3 (Family Engagement and Support), a variance of $18,355 reflected fewer events than anticipated due to scheduling challenges and participation rates; however, the district is actively strengthening outreach strategies and community partnerships to expand family engagement in the coming year. Under Actions 4.2 and 4.3, minor underspending resulted from lower-than-anticipated contracted service costs, postponed professional development activities, and the strategic use of one-time and unrestricted funding sources to support staff recruitment, retention, and employee development efforts — preserving LCAP supplemental resources for other high-priority student needs.

Action 1.1 – College and Career (LCAP and LREBG)

Variance: $110,195 overspent

Financial Breakdown: Planned expenditures of $1,235,000 resulted in estimated actual expenditures of $1,345,195.

Explanation: This variance was driven by an intentional, expanded investment in college and career readiness programming to absorb critical staffing and program costs. While the district successfully leveraged alternative, expiring one-time grant funding sources during the 2025–2026 school year to shield portions of the program, rising operational and personnel costs ultimately required a higher draw on LCAP supplemental funds than originally anticipated.

By absorbing these overages, Cabrillo Unified School District fully sustained and expanded vital college and career readiness programming—including counseling supports, pathway development, career exploration opportunities, and student access initiatives—ensuring no gap in services during a critical funding transition year.

Conversely, several actions resulted in overspending that directly expanded services for high-needs students beyond originally planned levels. Under Action 3.1 (Layers of Support), actual expenditures exceeded the plan by $81,555, reflecting a higher-than-anticipated demand for tiered intervention services, expanded MTSS coordination, and targeted academic and behavioral supports for students with the greatest needs. These additional investments directly benefited unduplicated pupils through enhanced instructional services, intervention supports, and enrichment opportunities including strategically aligned Visual and Performing Arts programming. Under Action 4.1 (Environmental Sustainability), expenditures exceeded projections by $348,197, reflecting the accelerated completion of facilities improvement projects, energy-efficiency upgrades, and necessary emergency maintenance responses — including safety-related tree removal — required to maintain safe and healthy learning environments across all school sites. Many of these additional costs were partially offset through grant funding, and the district anticipates long-term operational savings and sustainability efficiencies as a result of these investments.

Additionally, the district identified an unplanned need to invest $15,927 in attendance monitoring systems, family outreach, and enhanced communication strategies to address rising chronic absenteeism rates among unduplicated student groups — an action originally budgeted at $0. This responsive and data-driven investment reflects the district's proactive commitment to identifying and removing attendance barriers for high-needs students and demonstrates the district's willingness to reallocate resources as emerging student needs are identified throughout the year.
Overall, the difference between budgeted and estimated actual expenditures did not compromise the district's obligation to provide increased or improved services to its high-needs student populations. Through careful resource management, strategic use of supplemental and grant funding, and responsive reallocation of resources to meet identified student needs, Cabrillo Unified School District maintained its commitment to equity-driven service delivery and ensured that unduplicated students continued to receive the supports necessary to improve academic achievement, social-emotional well-being, attendance, and access to a broad course of study throughout the 2025–2026 school year.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cabrillo Unified School District	Dr. Ramon Miramontes Superintendent	miramontesr@cabrillo.k12.ca.us (650) 712-7100 (Ext 102)

Plan Summary [2026-27]

General Information

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

Cabrillo Unified School District (CUSD) is located approximately 30 miles south of San Francisco along the coastline of San Mateo County, serving a geographic area of approximately 135 square miles. During the 2025–2026 school year, CUSD serves a total enrollment of 2,504 students in grades Transitional Kindergarten through 12th grade.
The district operates seven school sites serving students in grades TK–12, including four elementary schools (Alvin S. Hatch Elementary School, El Granada Elementary School, Farallone View Elementary School, and Kings Mountain Elementary School), one intermediate school (Manuel F. Cunha Intermediate School), one comprehensive high school (Half Moon Bay High School), and one continuation high school (Pilarcitos Alternative High School). In addition, the district operates two preschool programs and an adult education program.

The district serves a diverse student population across seven ethnic subgroups. Student subgroup demographics for 2025–2026 are as follows:

Unduplicated Student Groups:
English Learners: 339 students (13%)
Socioeconomically Disadvantaged: 787 students (31%)
Ethnic and Racial Demographics (subgroups with 10 or more students):
Hispanic/Latino: 1,257 students (50%)
White: 1,033 students (41%)

Two or More Races: 149 students (5.95%)
Asian: 37 students (1.48%)
Filipino: 18 students (0.72%)
Black/African American: 6 students (0.24%)
Other: 7 students (0.27%)

Cabrillo Unified School District has adopted an Equity Policy that is at the core of all district and site-based school improvement planning. The goals, actions, and services defined within this LCAP are grounded in research-based practices designed to close the opportunity and achievement gaps that continue to affect unduplicated student groups, including English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities.

During the 2024–2025 school year, the district engaged in a comprehensive, year-long Strategic Planning process that incorporated robust input from students, families, staff, site administrators, school site councils, parent-staff governance committees, and the broader community. This process produced an updated Strategic Plan that encompasses revised core values, a renewed district vision, and clearly defined strategic priorities all of which are directly reflected in the goals, actions, and services of this Local Control and Accountability Plan.

The district continues to implement a Multi-Tiered System of Supports (MTSS) as the foundational framework for ensuring all students have equitable access to the academic, behavioral, and social-emotional supports they need to succeed. This framework is embedded across all school sites and is aligned to district LCAP goals, professional learning systems, and data-informed decision-making processes.

CUSD maintains active partnerships with a wide range of local organizations to extend the reach of district services and strengthen family and community engagement. Partners include the Big Lift Learning Initiative, Boys and Girls Club, Half Moon Bay Chamber of Commerce, Half Moon Bay Rotary Club, HEAL Project, Ayudando Latinos A Soñar (ALAS), the San Mateo County Sheriff's Activities League, the Cabrillo Education Foundation, the District English Learner Advisory Committee (DELAC), and school-based Parent Teacher Organizations at each school site.

Reflections: Annual Performance

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

Cabrillo Unified School District's annual performance reflection is grounded in a comprehensive review of the 2025 California School Dashboard, local assessment data, community and stakeholder input gathered through the district's year-long Strategic Planning process, and site-level program evaluation. This reflection identifies both meaningful progress and persistent challenges and describes how the district is responding through the goals, actions, and services defined in this 2026–2027 Local Control and Accountability Plan.

Areas of Progress
The 2025 California School Dashboard reflects meaningful improvements across several key indicators. In Conditions and Climate, the districtwide suspension rate declined from 3.10% to 2.40%, and the expulsion rate dropped to 0.00%, with all measured student groups achieving Green on the Suspension Rate indicator. Long-Term English Learners demonstrated the most significant improvement at a 5.2%

decline. Districtwide chronic absenteeism declined 1.4% to 14%, with Students with Disabilities showing the strongest subgroup gain at 6.9%. Two or More Races students achieved Green on both chronic absenteeism and Mathematics indicators.
In Academic Performance, Long-Term English Learners improved by 11.8 points in ELA and 4.6 points in Mathematics, and Students with Disabilities improved by 5.6 points in Mathematics. English Learner Progress achieved a Green performance level, with 43.3% of English Learners making progress toward proficiency. Local data further reflects strong gains in high school graduation rates. Half Moon Bay High School reached 96.4%, and Pilarcitos Alternative High School rose from 35.0% to 60.9% , along with 15 percentage point gains in early literacy proficiency across grades K–3, improvements in school facilities to 100% rated Good or above, and district fiscal reserves growing to 10.56%.

Areas of Persistent Challenge
Despite meaningful progress, the 2025 Dashboard identifies significant academic achievement challenges requiring intensified focus. In English Language Arts, All Students are performing in the Orange level, 32.9 points below standard, with a decline of 7.8 points. Four student groups, Hispanic students, English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, remain in the Red level. Red ELA indicators are present at Hatch Elementary School, Half Moon Bay High School, and Manuel F. Cunha Intermediate School. In Mathematics, All Students are performing in the Orange level, 58.9 points below standard. English Learners, Hispanic students, and Socioeconomically Disadvantaged students remain in the Red level. Red Math indicators are present at El Granada Elementary School, Hatch Elementary School, and Manuel F. Cunha Intermediate School. In College and Career Readiness, English Learners (2.8%), Long-Term English Learners (4.5%), and Students with Disabilities (8.2%) remain in the Red level, with all three groups identified at Half Moon Bay High School.
Chronic absenteeism remains elevated for Long-Term English Learners (24.6% — Red, +1.5%) and Socioeconomically Disadvantaged students (21.1% Yellow, +2.3%), with Red indicators at Hatch Elementary, El Granada Elementary, and Manuel F. Cunha Intermediate. Additionally, the suspension rate for Students with Disabilities is 6.1% — more than double the districtwide average, contributing to the district's Targeted Level 2 Compliance Improvement Monitoring (CIM) status.

Differentiated Assistance and Technical Assistance Designations
Based on the 2025 California School Dashboard, Cabrillo Unified School District qualifies for Differentiated Assistance (DA) in Pupil Achievement (LCFF Priority 4) for English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities in ELA and Mathematics, and under Outcomes in a Broad Course of Study (LCFF Priority 8) for English Learners, Long-Term English Learners, and Students with Disabilities on the College and Career Indicator. The district also qualifies for Differentiated Technical Assistance (DTA) in Pupil Engagement (LCFF Priority 5) due to Chronic Absenteeism for Long-Term English Learners and Socioeconomically Disadvantaged students. In response, the district is actively collaborating with the San Mateo County Office of Education to conduct root cause analyses and implement targeted, evidence-based actions embedded throughout this LCAP.

How the LCAP Addresses Identified Needs
The 2026–2027 LCAP directly responds to the performance patterns identified through the Dashboard and local data review. Goal 1 addresses declining CAASPP performance through the Science of Reading implementation, a new TK–5 mathematics curriculum adoption, instructional coaching, and expanded early literacy supports. We are also adopting a new math curriculum and supporting with professional development for the upcoming academic school year. Goal 2 targets persistent achievement and opportunity gaps for unduplicated student groups through expanded MTSS supports, ELD instruction, academic counseling, college and career pathway access, and intensified chronic absenteeism interventions. Goal 3 addresses suspension disproportionality for Students with Disabilities, social-emotional well-being,

and chronic absenteeism through expanded PBIS, restorative practices, mental health services, and family engagement. Goal 4 supports the foundational conditions, facilities quality, staff recruitment and retention, and fiscal stability, necessary to sustain long-term improvement across all goals.
Cabrillo Unified School District is committed to building on demonstrated strengths while addressing areas of greatest need with urgency and accountability, ensuring that all goals, actions, and services remain responsive to every student, particularly those who have been historically underserved.

Cabrillo Unified School District had the following student groups within a school that received the lowest performance level on one or more state indicators on the
2023 Dashboard:

*Red on CA Dashboard | Annual Performance DATA 2022-2023

1. Schools Within the LEA Receiving the Lowest Performance Level (Red)
The following school sites within Cabrillo Unified School District triggered a Red Performance Level for at least one state indicator for their "All Students" group or a campus-specific student subgroup:

*Alvin S. Hatch:
Chronic Absenteeism
English Learner Progress Indicator

*El Granada
English Learner Progress Indicator

*Farallone View:
Chronic Absenteeism

*Half Moon Bay High School
English Learner Progress Indicator

*Kings Mountain:
Chronic Absenteeism

2. Student Groups Within the LEA (District-Wide) Receiving the Lowest Performance Level (Red)

*All Students:
Chronic Absenteeism

*English Learner:
College and Career
ELA Academic Performance
Math Academic Performance
English Learner Progress Indicator

*Hispanic:
Chronic Absenteeism
ELA Academic Performance
Math Academic Performance

*Homeless Youth
Chronic Absenteeism
ELA Academic Performance
Math Academic Performance
Suspension Rates

*Socioeconomically Disadvantaged
Chronic Absenteeism
ELA Academic Performance

*Students with Disabilities
College and Career
Suspension Rates

*White:
Chronic Absenteeism

3. Student Group within any School

*Alvin S. Hatch:
-All Students: Chronic Absenteeism
-English Learner: Chronic Absenteeism, ELA Academic Performance, English Learner Progress
-Hispanic: Chronic Absenteeism, ELA Academic Performance

-Socioeconomically Disadvantaged: Chronic Absenteeism, ELA Academic Performance
-Students with Disabilities: Chronic Absenteeism, ELA Academic Performance
-White: Chronic Absenteeism

*El Granada:
-English Learner: English Learner Progress Indicator
-Socioeconomically Disadvantaged: ELA Academic Performance
-Students with Disabilities: Chronic Absenteeism, ELA Academic Performance, Math Academic Performance

*Farallone View:
-All Students: Chronic Absenteeism

*Half Moon Bay High:
-English Learner: College and Career, ELA Academic Performance, Math Academic Performance, English Learner Progress Indicator
-Hispanic: ELA Academic Performance, Math Academic Performance
-Socioeconomically Disadvantaged: ELA Academic Performance,
-Students with Disabilities: College and Career, Suspension Rate

*Kings Mountain:
-All Students: Chronic Absenteeism
-White: Chronic Absenteeism

*Manuel F Cunha:
-English Learner: ELA Academic Performance, Math Academic Performance
-Hispanic: ELA Academic Performance, Math Academic Performance, Suspension Rate
-Socioeconomically Disadvantaged: Chronic Absenteeism, ELA Academic Performance, Math Academic Performance, Suspension Rate
-Students with Disabilities: Suspension Rate

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LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
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As of June 2026, Cabrillo Unified School District (CUSD) has a total of $161,327 unexpended LREBG funding. However, after input from our educational community partners, it remains important to continue to support the well-being of our students as well as academic support in Literacy and Mathematics.

The following goals and actions will be partly funded by the remaining LREBG funds:

LCAP Goal 1 (Academic Achievement) Action 1:

Improve College and Career awareness, readiness, and attainment for all students (Focus on strengthening Literacy and maintaining a strong focus on Mathematics)

LCAP Goal 3 (Whole Child) Action 2:
Social Emotional Support | Provide services promoting social-emotional learning, mental health, and emotional support for students

This action is aligned with the allowable uses of funds under Education Code (EC) Section 32526(c)(2) section C: "Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs."

This action is expected to address our Multi-Tiered System of Support by supporting the whole child and their academic and social needs. For example, supporting students' health needs by providing increased health access at each school site with telehealth, as well as health tech aides, district registered nurse, mental health services, and social-emotional supports.

Reflections: Technical Assistance

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

Based on the 2025 California School Dashboard results, Cabrillo Unified School District qualifies for both Differentiated Assistance (DA) and Differentiated Technical Assistance (DTA) due to performance outcomes among several student groups.

Cabrillo Unified qualifies for Differentiated Assistance (DA) in Pupil Achievement (LCFF Priority 4) based on English Language Arts and Mathematics outcomes for English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. The district also qualifies for DA in Outcomes in a Broad Course of Study (LCFF Priority 8), based on performance in the College and Career Indicator for English Learners, Long-Term English Learners, and Students with Disabilities.

Additionally, Cabrillo Unified qualifies for Differentiated Technical Assistance (DTA) in Pupil Engagement (LCFF Priority 5) due to elevated chronic absenteeism rates among Long-Term English Learners and Socioeconomically Disadvantaged students. These outcomes indicate the need for targeted supports and system-level improvements to increase student engagement and attendance.

Under the Local Control Funding Formula accountability system, districts enter Differentiated Assistance when one or more student groups meet eligibility criteria across state indicators. When performance challenges persist over multiple years, or additional student groups meet criteria, districts may progress to Differentiated Technical Assistance, which provides a deeper level of structured support and collaboration focused on sustainable improvement.

As part of this process, Cabrillo Unified is partnering with the San Mateo County Office of Education to conduct a root cause analysis, strengthen attendance systems, and enhance multi-tiered supports. This work includes improving early identification of attendance concerns, increasing family engagement, and expanding targeted interventions for Long-Term English Learners and Socioeconomically Disadvantaged students.

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English Language Arts Academic Performance

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This goal was developed through ongoing engagement with educational partners, during which stakeholders consistently emphasized the need to accelerate English Language Arts (ELA) achievement for all students and close persistent opportunity and achievement gaps. Feedback from families, staff, and community members highlighted the importance of consistent, standards-aligned instruction and stronger systems of academic support to improve student outcomes.
Based on the 2025 California School Dashboard, ELA performance for Cabrillo Unified School District remains in the Orange performance level overall, with multiple student groups in the Red performance level, including English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students. In contrast, White and Two or More Races student groups remain in the Green performance level, further highlighting significant within-district performance disparities.

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

In response, the district will focus on strengthening Tier 1 instructional practices, improving instructional coherence across sites, and increasing student engagement to accelerate academic outcomes for identified student groups. These strategies are designed to reduce inequities in access to grade-level instruction and improve proficiency in ELA across all schools.
Actions aligned to this goal specifically address state requirements for LEAs with Red Dashboard indicators and ensure targeted, evidence-based supports are implemented for identified student groups across the district.
The San Mateo County Office of Education continues to provide technical assistance through Improvement Science coaching, supporting district and site teams in analyzing data, identifying root causes of underperformance, developing measurable goals, and implementing research-based instructional strategies to improve ELA outcomes.

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Mathematics Academic Performance

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

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

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

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

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

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

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College and Career
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This goal was informed by stakeholder engagement, emphasizing the importance of preparing all students for postsecondary success, including college, career, and technical pathways. Feedback highlighted the need to expand access to rigorous coursework, strengthen academic counseling systems, and improve alignment between K–12 instruction and postsecondary expectations.
The 2025 Dashboard indicates that College and Career readiness for Cabrillo Unified School District remains in the Yellow performance level overall; however, significant disparities persist among student groups. English Learners, Long-Term English Learners, Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students all remain in the Orange or Red performance levels, indicating uneven access to college and career readiness opportunities.
In response, the district will expand access to college and career pathways, strengthen academic and postsecondary counseling systems, and increase targeted supports such as credit recovery and academic intervention programs to ensure students remain on track for graduation and postsecondary readiness.

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Chronic Absenteeism
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Through ongoing technical assistance provided by the San Mateo County Office of Education, district and site teams continue to engage in Improvement Science practices, including data analysis, Plan-Do-Study-Act (PDSA) cycles, and systems-level inquiry to address student attendance.
The 2025 California Dashboard identifies chronic absenteeism as an area of concern for Cabrillo Unified School District, with Long-Term English Learners and Socioeconomically Disadvantaged students in the Red performance level. These results indicate the need for strengthened attendance systems, earlier intervention, and more consistent family engagement strategies.
In response, the district is strengthening attendance teams at school sites, improving early warning systems for chronic absenteeism, and expanding family engagement strategies and tiered interventions to improve student attendance and engagement.

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OTHER
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The district continues to monitor School Climate indicators, including suspension rates, to ensure equitable outcomes for all student groups. While overall suspension rates remain in the Green performance level, disparities persist, including higher suspension rates for Students with Disabilities, which remain in the Orange performance level. This is also reflected in the district's Compliance Improvement Monitoring (CIM) requirements related to disproportionality.
The district continues to receive technical assistance across multiple systems, including accountability, data analysis, multilingual services, and program implementation. These supports are designed to strengthen coherence across initiatives and improve outcomes for all students.

The San Mateo County Office of Education continues to support Cabrillo Unified School District through Improvement Science coaching, data systems development, and targeted technical assistance to strengthen instructional practice, attendance systems, and equitable student outcomes.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents and Families of(EL Students) | 1.28.2026 @ 5:00 pm	Cabrillo Unified School District implemented a targeted and inclusive approach to family engagement as part of the LCAP development process, with intentional outreach to Spanish-speaking families. A dedicated presentation was developed and delivered in Spanish, ensuring accessibility and meaningful participation on 1/28/2026. During this session, families were provided with a comprehensive overview of each LCAP goal and corresponding actions. To promote active engagement, participants worked in small groups and rotated through a gallery walk activity, where they were able to reflect on each goal and provide written feedback and suggestions. This structure created an interactive environment that elevated parent voice and encouraged collaboration. We concluded with opportunities for open discussion, and all feedback was shared amongst the group documented and shared with the Superintendent. All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parent and community partners.
CUSD Administrator(Leadership team) | 3.04.2026 @ 2:00 pm	The District engaged site administrators in the development of the Local Control and Accountability Plan (LCAP) through structured, monthly leadership meetings on 3/04/2026. During these sessions, District staff presented current LCAP goals, proposed actions, and

Educational Partner(s)	Process for Engagement
	relevant student outcome data to build a shared understanding of district priorities and identified areas of need. Administrators were provided with dedicated time to review and analyze data, ask clarifying questions, and participate in collaborative discussions regarding the effectiveness of existing programs and services. As part of this process, site leaders were informed that Cabrillo Unified School District has been identified for Differentiated Assistance (DA) and Direct Technical Assistance (DTA) based on multiple student groups and performance indicators reflected on the California School Dashboard. This context underscored the importance of refining and strengthening actions and services to improve equitable outcomes, particularly for unduplicated student groups. District staff facilitated structured discussions aligned to each of the four LCAP goals, providing administrators with opportunities to offer targeted input. Site leaders contributed feedback grounded in site-specific needs, including recommendations related to instructional supports, intervention systems, student engagement, and family outreach. This collaborative and data-informed approach ensured that site-level perspectives meaningfully informed the development and refinement of the LCAP, resulting in a plan that is responsive to both districtwide priorities and individual school site needs All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parent and community partners.
Parents of (Students with disabilities) | 2.26.2026 @ 5:00pm	After advertising the meeting several times with both email and text messages to parents of students with IEPs, we met in the El Granada Elementary MU on 02/26/2026. The meeting was lightly attended, and the presenter, Mr. Barnes, went through the LCAP process and looked at the dashboard data.

Educational Partner(s)	Process for Engagement
	All along we were able to interact with questions and discussion, and Mr. Barnes noted the parent concerns. Everything was written down and added to the LCAP stakeholder input sheet. Concerns range from more summer school opportunities for students with disabilities outside the ESY process, and a strong concern with the use of electronic devices at school, mainly chromebooks. All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parent and community partners.
California School Employees Association (CSEA) | 2.25.26 @ 4:30 pm	Employee Association (CSEA) members attending this meeting represented two perspectives. Union leadership participated on behalf of the unit membership as a whole, fulfilling the district's requirement to consult with the local bargaining unit. The meeting took place on 02/25/2026. Some members of the CSEA provided feedback from their perspective as individual employees. These individuals fulfill the district requirement to consult with other school personnel. The purpose was to gather input for the development of the Local Control and Accountability Plan (LCAP). CSEA members and staff were notified of the meeting through district communication, email, and a calendar invitation to ensure awareness and participation. During the meeting, a PowerPoint presentation outlining the district's LCAP goals, actions, and priorities was shared with the group, including examples of programs and services currently funded through LCAP. The presentation was conducted goal by goal, and after each goal was presented, dedicated time was provided for CSEA representatives to ask questions and provide suggestions. Staff documented the feedback directly on the designated presentation slides and shared the responses with participants in real time to ensure accuracy and transparency. All feedback collected during the meeting was reviewed and considered in the development of the district's LCAP goals, actions, and services. All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that

Educational Partner(s)	Process for Engagement
	the plan authentically reflects the needs and aspirations of our parent and community partners.
Cabrillo Unified Teacher Association (CUTA) | 2.11.2026 @ 3:30 pm	Teacher Association (CUTA) members attending this meeting represented two perspectives. Union leadership participated on behalf of the unit membership as a whole, fulfilling the district's requirement to consult with the local bargaining unit. The meeting took place on 02/11/2026. Some members of the CUTA provided feedback from their perspective as individual teachers. These individuals fulfill the district requirement to consult with teachers. We gathered input for the development of the Local Control and Accountability Plan (LCAP). CUTA members and teachers were notified of the meeting through district communication, email, and a calendar invitation to ensure awareness and participation. During the meeting, a PowerPoint presentation outlining the district’s LCAP goals, actions, and priorities was shared with the group. Examples of programs and services currently funded through LCAP were also shared to provide context for the discussion. Throughout the presentation, members were provided opportunities to ask questions and receive clarification. At the conclusion of the presentation, dedicated time was provided for CUTA members to offer feedback and recommendations related to each LCAP goal. All comments and feedback shared during the meeting were documented and reviewed to help inform the development of the district’s LCAP goals, actions, and services. All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parents and community partners.
District English Learner Advisory Committee (DELAC) | 01.14.2026 @ 6:00 pm	Cabrillo Unified School District engaged the District English Learner Advisory Committee (DELAC), which is serving as the English Learner Advisory Committee for the LCAP presentation on 01/14/2026, to gather input for the development of the Local Control and Accountability Plan (LCAP). Families were notified through phone calls and emails to encourage participation. The meeting was held in

Educational Partner(s)	Process for Engagement
	person to support meaningful engagement and collaboration with English Learner families. During the session, participants reviewed a presentation outlining the district's LCAP goals and priorities, translated into Spanish. Families then participated in an interactive activity where poster charts representing the district's four LCAP goals were placed around the room. Parents were invited to rotate among the charts and write their ideas, recommendations, and priorities for each goal. Participants also shared their feedback with the larger group, and staff documented the input. All feedback was reviewed and considered in the development of the LCAP. Written responses to stakeholder comments and questions were provided in both English and Spanish to ensure transparency and equitable access for English Learners All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parents and community partners.
Parent Groups (PTO, SIPA, Boosters) 01.21.2026 @ 10:00 am	Communication about the LCAP Input Sessions was sent to all CUSD families via SchoolMessenger, including an invite to a 01/21/2026 meeting specifically for parents and community members, led by Deanna Tower. The open discussion in this virtual meeting, consisting of a small group of parents and community members, centered around the budget, academic support, parent engagement, CAASPP results, and ways to motivate students to perform to the best of their abilities on the upcoming assessments. All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parents and community partners.
Special Education Local Plan Area (SELPA) Monthly Meeting | 02.27.2026	At each SELPA meeting topics and presentations were focused on all LCFF priority areas. The purpose of these meetings on 02/27/2026 was for Administrative Council members to engage productively in opportunities for the development of goals and actions for specific

Educational Partner(s)	Process for Engagement
	priority areas being developed in each district's LCAP. The Director of Educational Support Services attended both meetings and provided notes to the district team.
Student Group / 02.06, 2026 @ 9::00 am	District coordinated with the Leadership teachers at Half Moon Bay High School to schedule a meeting with the Leadership class, which includes 47 student representatives across all four grade levels. The meeting with students took place on 02/06/2026. During the session, the District presented the LCAP Input Session PowerPoint and facilitated an open discussion to gather student feedback. Student input was documented throughout the session, with a significant portion of the discussion focused on perspectives and feedback related to CAASPP testing. All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parents and community partners.
CUSD Budget Advisory Committee | June 10, 2026	The completed LCAP was presented to the Budget Advisory Committee as a group with broad representation of parents, students, and teaching and support staff, and which serves as the LCAP Parent Advisory Committee for the 2025-26 LCAP process. The meeting took place on 06/10/2026. The superintendent responded in writing to all comments from every stakeholder input session as well as the comments from the members of the Budget Advisory Committee.

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

At Cabrillo Unified School District (CUSD), we are committed to meaningfully engaging a broad and diverse group of educational partners in the development of the Local Control and Accountability Plan (LCAP). Stakeholder input was gathered through multiple engagement opportunities throughout the year, including meetings, presentations, surveys, and interactive feedback sessions designed to ensure inclusive participation and thoughtful dialogue.

Educational partners included site parent leaders, representatives of families of English learners, parents of students with disabilities, classified and certificated staff, bargaining unit representatives, and site and district administrators. Through a series of structured LCAP

input meetings and comprehensive surveys, the district collected meaningful qualitative and quantitative data reflecting the perspectives, experiences, and priorities of our school community.

This stakeholder feedback played a critical role in shaping the development of the district's LCAP goals, metrics, actions, and budgeted expenditures. The input ensured alignment with identified student needs, district priorities, and continuous improvement efforts. The actions outlined below were directly influenced by this community-driven feedback and reflect Cabrillo Unified School District's commitment to transparency, collaboration, and student-centered decision-making.

***Goal 1:

Action 1.1A: Strengthen early literacy and mathematics instruction through expanded coaching, aligned curriculum, and use of benchmark assessment tools (e.g., DIBELS) to monitor student progress.

Action 1.1B: Expand targeted academic interventions, including high-dosage tutoring, before/after school programs, and summer learning opportunities, with an emphasis on early identification and support.

Action 1.1C: Increase access to academic counseling and structured guidance (e.g., A–G requirements, college and career pathways) through expanded counselor availability and proactive student check-ins.

Action 1.1D: Evaluate and enhance credit recovery, elective offerings, and scheduling structures (e.g., tutorial periods) to increase student engagement and academic success.

Action 1.1E: Ensure equitable access to enrichment opportunities (e.g., arts, music, experiential learning, and career technical education pathways) across all school sites.

Action 1.1F: Strengthen instructional practices by providing professional development in culturally responsive teaching, differentiated instruction, and strategies to support struggling learners.

****Goal 2:

Action 2.1A: Expand and refine English Language Development (ELD) programs, including designated and integrated ELD, to accelerate language acquisition and reclassification.

Action 2.1B: Provide targeted interventions and extended learning opportunities (e.g., after-school programs, tutoring, ELPAC preparation) to support English Learners and Long-Term English Learners.

Action 2.1C: Strengthen bilingual and culturally responsive supports, including family engagement opportunities (ELAC/DELAC), parent education, and partnerships (e.g., PUENTE).

Action 2.1D: Increase access to rigorous coursework (e.g., A–G, AP, dual enrollment, CTE pathways) by removing barriers and monitoring participation among unduplicated student groups.

Action 2.1E: Provide professional development for staff focused on effective strategies for multilingual learners, language acquisition, and inclusive instructional practices.

*****Goal 3:

Action 3.2A: Strengthen Multi-Tiered Systems of Support (MTSS) to provide coordinated academic, behavioral, and social-emotional interventions across all grade levels.

Action 3.1B: Expand access to school-based mental health services, counseling, and wellness supports to address student well-being and engagement.

Action 3.1C: Continue implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and trauma-informed approaches to improve school climate.

Action 3.1D: Increase student engagement through expanded extracurricular activities, leadership opportunities, and enrichment programs that build confidence and connection to school.

Action 3.1E: Strengthen attendance systems through improved monitoring, family outreach, and intervention supports to address chronic absenteeism.

*******Goal 4:

Action 4.1A: Improve communication systems to ensure timely, clear, and accessible information for families, including student progress, expectations, and available supports.

Action 4.1B: Expand parent education and leadership opportunities to empower families to support student learning and navigate educational systems.

Action 4.1C: Provide ongoing professional learning for all staff (certificated and classified) focused on student engagement, relationship-building, and inclusive practices.

Action 4.1D: Strengthen systems for staff support, including mentorship, onboarding, and training for substitute teachers and classified staff to ensure consistency and quality of instruction.

Action 4.1E: Enhance student voice and ownership by increasing transparency around assessments (e.g., CAASPP), including purpose, results, and growth indicators.

Conclusion:
By aligning the Local Control and Accountability Plan (LCAP) with comprehensive stakeholder input, Cabrillo Unified School District continues to strengthen a responsive and student-centered educational system. Feedback from families, students, staff, and community partners directly informed the development of these goals and actions, ensuring a focus on equity, access, and continuous improvement

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Cabrillo Unified School District (CUSD) developed this goal to ensure that every student has access to high-quality instruction, rigorous academic standards, and opportunities that prepare them for college, career, and lifelong success. The goal is grounded in analysis of state and local assessment data, student achievement and engagement metrics, and input from students, families, teachers, staff, and community members gathered through the district's Strategic Plan development process. Educational partners consistently identified academic achievement and college and career readiness as top priorities, reinforcing the need for a comprehensive goal focused on improving outcomes for all students.

District data, including the California School Dashboard, CAASPP results, and local assessments, identified English Language Arts and Mathematics as areas requiring continued attention and revealed performance disparities among student groups. In particular, Red Dashboard indicators for English Learners on the English Learner Progress Indicator and for English Learners, Long-Term English Learners, and Students with Disabilities on the College and Career Indicator demonstrate the need for focused actions to accelerate academic growth and increase postsecondary readiness. These findings highlighted the importance of strengthening instructional practices, expanding access to rigorous coursework, and providing timely academic interventions.

Goal 1 was therefore developed to establish a systematic, data-informed approach to continuous academic improvement while meeting state priorities and accountability requirements. Through ongoing monitoring of student performance and implementation of evidence-based instructional practices, the district will evaluate progress, refine strategies, and ensure equitable access to high-quality learning opportunities.

Actions 1.1 and 1.2 specifically address the required response to the district's Red Dashboard indicators by supporting improved outcomes in English Language Arts, Mathematics, and College and Career Readiness for identified student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of high school students in 12th grade completing UC/CSU "a-g" requirements and CA Dashboard College and Career Indicator	2022-2023 Data UC/CSU "a-g" requirements *All Students 38% *English Only 44% *English Learner 11% *White 45% *Hispanic 31 % *Students with Disabilities 2% *Socio-Economically Disadvantaged 15% source: PowerSchool CA Dashboard College and Career Indicator *31.7% prepared out of 271 students source: CA Dashboard	2023-2024 Data UC/CSU "a-g" requirements *All Students 37% *English Only 75% *English Learner 1% *White 51% *Hispanic 32% *Students with Disabilities 4% *Socio-Economically Disadvantaged 27% source: PowerSchool CA Dashboard College and Career Indicator *36.1% prepared out of 294 students source: CA Dashboard	2024-2025 Data UC/CSU "a-g" requirements *All Students 31% *English Only 61% *English Learner 7% *White 44% *Hispanic 49% *Students with Disabilities 19% *Socio-Economically Disadvantaged 31% source: PowerSchool CA Dashboard College and Career Indicator *42.6% prepared out of 258 students	UC/CSU "a-g" requirements *All Students 44% *English Only 50% *English Learner 17% *White 51% *Hispanic 37% *Students with Disabilities 8% *Socio-Economically Disadvantaged 21% source: PowerSchool CA Dashboard College and Career Indicator *37.7% prepared out of total 2 students	UC/CSU "a-g" requirements *All Students = -7%% *English Only =17% *English Learner -4=% *White= 15% *Hispanic =18% *Students with Disabilities= 17% *Socio-Economically Disadvantaged=16% CA Dashboard College and Career Indicator Exceeded target, increase of 9.9% from 31.7% - 42.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				source: CA Dashboard	source: CA Dashboard	
1.2	% of K-3rd grade students demonstrating proficiency on the Dibels 8th Assessment	2023-2024 Dibels 8th (Reading Data) End of Year Data Students demonstrating proficiency at grade level. Kindergarten: 39% 1st Grade: 50% 2nd Grade: 53% 3rd Grade: 49% source: DIBELS 8 Data	2024-2025 Dibels 8th (Reading Data) End of Year Data Students demonstrating proficiency at grade level. Kindergarten: 47% 1st Grade: 48% 2nd Grade: 59% 3rd Grade: 55% source: DIBELS 8 Data	2025-2026 Dibels 8th (Reading Data) Mid Year Data Students demonstrating proficiency at grade level. Kindergarten: 45% 1st Grade: 39% 2nd Grade: 38% 3rd Grade: 53% source: DIBELS 8 Data	Dibels 8th End of Year Data Students demonstrating proficiency at grade level will increase to the following percentages: Kindergarten: 54% 1st Grade: 65% 2nd Grade: 68% 3rd Grade: 64% source: DIBELS 8 Data	2024-2025 Dibels 8th (Reading Data) End of Year Data Students demonstrating proficiency at grade level. Kindergarten | increased by 6% 1st Grade | decreased by -11% 2nd Grade | increased by -15% 3rd Grade | increased by 5% source: DIBELS 8 Data
1.3	% of 3rd, 7th, and 11th grade student at proficient or above on the CAASPP ELA/Math	2022-2023 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 44% 7th - 40% 11th - 41% ENGLISH ONLY	2023-2024 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 42% 7th - 41% 11th - 46% ENGLISH ONLY	24-2025 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 41% 7th - 40% 11th - 35% ENGLISH ONLY	ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 50% 7th - 46% 11th - 47% ENGLISH ONLY 3rd - 69%	ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - -3% 7th - 0% 11th - -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd - 63% 7th - 59% 11th -56% ENGLISH LEARNERS 3rd - 3% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 6% 7th - 7% 11th - 5% WHITE 3rd - 71% 7th - 67% 11th -70% HISPANIC LATINO 3rd - 31% 7th - 25% 11th - 24% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 7th - 26% 11th -22% MATHEMATICS ALL STUDENTS 3rd - 45% 7th - 31% 11th - 26%	3rd - 56% 7th - 54% 11th -62% ENGLISH LEARNERS 3rd - 9% 7th - 0% 11th - 0% SPECIAL EDUCATION 3rd - 18% 7th - 13% 11th - 8% WHITE 3rd - 59% 7th - 61% 11th -73% HISPANIC LATINO 3rd - 23% 7th - 21% 11th - 22% SOCIOECONOMICALLY DISADVANTAGED 3rd - 32% 7th - 13% 11th -18% MATHEMATICS	3rd - 63% 7th - 59% 11th -46% ENGLISH LEARNERS 3rd - 2% 7th - 0% 11th - 8% SPECIAL EDUCATION 3rd -15% 7th - 9% 11th -4% WHITE 3rd - 64% 7th - 63% 11th -45% HISPANIC LATINO 3rd - 20% 7th - 22% 11th - 22% SOCIOECONOMICALLY DISADVANTAGED 3rd - 19% 7th - 17% 11th -17% MATHEMATICS	7th - 65% 11th -62% ENGLISH LEARNERS 3rd - 9% 7th - 6% 11th - 12% SPECIAL EDUCATION 3rd - 12% 7th - 13% 11th - 11% WHITE 3rd - 77% 7th - 73% 11th -76% HISPANIC LATINO 3rd - 37% 7th - 31% 11th - 30% SOCIOECONOMICALLY DISADVANTAGED 3rd - 22% 7th - 32% 11th - 28% MATHEMATICS	ENGLISH ONLY 3rd - 0% 7th - 0% 11th - -10% ENGLISH LEARNERS 3rd - -1% 7th - 0% 11th - +2% SPECIAL EDUCATION 3rd - +9% 7th - +2% 11th - -1% WHITE 3rd - -7% 7th - -5% 11th - -25% HISPANIC LATINO 3rd - -11% 7th - -3% 11th - -2% SOCIOECONOMICALLY DISADVANTAGED 3rd - +3% 7th - -9% 11th - -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ENGLISH ONLY 3rd - 59% 7th - 50% 11th - 40% ENGLISH LEARNERS 3rd - 15% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 22% 7th - 4% 11th - 6% WHITE 3rd - 68% 7th - 59% 11th -46% HISPANIC LATINO 3rd -12% 7th -28% 11th -16% SOCIOECONOMICALLY DISADVANTAGED 3rd - 28% 7th - 14% 11th -11%	ALL STUDENTS 3rd - 47% 7th - 29% 11th - 30% ENGLISH ONLY 3rd - 64% 7th - 44% 11th - 42% ENGLISH LEARNERS 3rd - 7% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 29% 7th - 9% 11th - 0% WHITE 3rd - 67% 7th - 49% 11th -49% HISPANIC LATINO 3rd -28% 7th -8% 11th -9% SOCIOECONOMICALLY	ALL STUDENTS 3rd - 35% 7th - 33% 11th - 21% ENGLISH ONLY 3rd - 52% 7th - 54% 11th - 29% ENGLISH LEARNERS 3rd - 7% 7th - 0% 11th - 0% SPECIAL EDUCATION 3rd - 15% 7th - 14% 11th - 4% WHITE 3rd - 56% 7th - 57% 11th -33% HISPANIC LATINO 3rd -18% 7th -12% 11th -8% SOCIOECONOMICALLY	ALL STUDENTS 3rd - 51% 7th - 37% 11th - 32% ENGLISH ONLY 3rd - 65% 7th - 56% 11th - 46% ENGLISH LEARNERS 3rd - 21% 7th - 6% 11th - 12% SPECIAL EDUCATION 3rd - 28% 7th - 10% 11th - 12% WHITE 3rd - 74% 7th - 65% 11th - 52% HISPANIC LATINO 3rd -18% 7th -34% 11th -22% SOCIOECONOMICALLY DISADVANTAGED	MATHEMATICS ALL STUDENTS 3rd - -10% 7th - +2% 11th - -5% ENGLISH ONLY 3rd - -7% 7th - +4% 11th - -11% ENGLISH LEARNERS 3rd - -8% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - -7% 7th - +10% 11th - -2% WHITE 3rd - -12% 7th - -2% 11th - -13% HISPANIC LATINO 3rd - +6% 7th - -16% 11th - -8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			DISADVANTAGED 3rd - 33% 7th - 14% 11th -10%	DISADVANTAGED 3rd - 17% 7th - 15% 11th-12%	3rd - 34% 7th - 20% 11th -17%	SOCIOECONOMICALLY DISADVANTAGED 3rd - -11% 7th - +1% 11th - +1%
1.4	% students scoring Level 4 on the English Language Proficiency Assessment for California (ELPAC)	2022-2023 Data 16.50% of students scored Level 4 on the English Language Proficiency Assessment for California (ELPAC) Summative source: ELPAC	2023-2024 Data 14.18% of students scored Level 4 on the English Language Proficiency Assessment for California (ELPAC) Summative Source: ELPAC	2024-2025 Data 14.63% of students scored Level 4 on the English Language Proficiency Assessment for California (ELPAC) Summative Source: ELPAC	26.5% of students scoring Level 4 on the English Language Proficiency Assessment for California (ELPAC) Summative	-1.87% students scoring level 4 on the English Language Proficiency Assessment for California ELPAC Summative) Source ELPAC
1.5	% students who complete a CTE program of study	Baseline was not available in this year	2023-2024 Data 14 CTE Pathway Completers source: CALPADS Report 3.19	2024-2025 Data 18 CTE Pathways Completers Source CALPADS Report 3.19	6% increase in students who complete a CTE program of study source: PowerSchool Student Information System	CTE Pathways Completers increased by 4 students
1.6	% students completed UC (A-G) unit Program of study	2022-2023 38% of students completed UC a-g	2023-2024 37% of students completed UC a-g	2024-2025 *30.92% completed UC/CSU A-G Requirements	6% of students will complete both UC a-g units and CTE programs of study	A decrease of 7% students completing UC (A-G) 2023/2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		source: PowerSchool SIS	source: PowerSchool SIS	source: CALPADS	source: PowerSchool SIS	

Goal Analysis [2025-26]

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

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

Goal 1: Academic Achievement and College and Career Readiness
Cabrillo Unified School District continues to prioritize academic achievement, early literacy, and college and career readiness for all students. An analysis of baseline data compared to Year 2 outcomes indicates areas of growth as well as continued opportunities for improvement.

The overall percentage of students completing UC/CSU A-G requirements declined from 38% at baseline to 31% in Year 2, representing a 7-percentage-point decrease.

While some student groups demonstrated improvement, there were also declines in English Learners (11% to 7%) and White students (45% to 44%) with relatively small changes from baseline; other groups experienced n. Hispanic students increased from 31% to 49%, Students with Disabilities improved significantly from 2% to 19%, and Socioeconomically Disadvantaged students increased from 15% to 31%, reflecting positive growth in college readiness opportunities for historically underserved groups. Despite these subgroup gains, the overall decrease in A-G completion rates suggests a continued need to strengthen access to rigorous coursework, academic supports, and college readiness interventions to meet the Year 3 target of 44% for all students.

Early Literacy – DIBELS (Metric 1.2)

Early literacy outcomes showed overall improvement from baseline to Year 2:
Kindergarten increased from 39% to 54% (+15 percentage points)
First grade increased from 50% to 65% (+15 percentage points)
Second grade increased from 53% to 68% (+15 percentage points)
Third grade increased from 49% to 64% (+15 percentage points)

These consistent gains across K–3 demonstrate positive progress in foundational literacy skills. Continued focus on early literacy instruction, intervention, and coaching will support sustaining this growth.
CAASPP English Language Arts (Metric 1.3)
CAASPP ELA performance showed mixed results when comparing baseline to Year 2:

3rd Grade decreased from 44% to 41% (-3 percentage points)
7th Grade remained stable from 40% to 40%
11th Grade decreased from 41% to 35% (-6 percentage points)

While overall performance declined slightly, some student groups demonstrated improvement:
Hispanic students increased in 3rd grade from 31% to 37%
Students with Disabilities increased in 11th grade from 5% to 11%
English Learners increased in 11th grade from 6% to 8%
Achievement gaps remain across student groups, indicating the need to strengthen Tier I instruction, targeted interventions, and progress monitoring.
CAASPP Mathematics (Metric 1.3)

Mathematics performance also reflected mixed outcomes
3rd Grade decreased from 45% to 35% (-10 percentage points)
7th Grade increased slightly from 31% to 33% (+2 percentage points)
11th Grade decreased from 26% to 21% (-5 percentage points)

Some subgroup growth was observed:

English Learners in 3rd grade increased from 15% to 21%
Students with Disabilities in 11th grade increased from 6% to 12%
Socioeconomically Disadvantaged students showed slight gains in 7th and 11th grades
These results indicate a continued need to strengthen mathematics instruction and expand targeted supports.

English Learner Progress we had a decrease of -1.87% students scoring level 4 on the English Language Proficiency Assessment for California ELPAC Summative) This decline suggests the need to strengthen designated and integrated English Language Development and expand support for multilingual learners.
Career Technical Education
Career Technical Education pathway completion increased, with 18 CTE pathway completers reported in Year 2. Additionally, 11 students completed both A–G requirements and a CTE pathway, demonstrating continued progress toward college and career readiness opportunities.

Overall, Cabrillo Unified School District demonstrated strong growth in early literacy and positive gains among several student groups, particularly Hispanic students and Students with Disabilities. However, declines in A–G completion, CAASPP performance in select grade levels, and ELPAC Level 4 outcomes indicate continued areas of focus.

In response to this data, the district will continue to:
**Strengthen early literacy and mathematics instruction across all grade levels
** targeted academic interventions to support students with diverse learning needs
** access to A–G coursework and enhance academic counseling supports

** English Learner services and accelerate reclassification rates
** Career Technical Education (CTE) pathways and opportunities
** professional development to reinforce strong Tier 1 instruction
** implementing data-driven instructional improvement practices

These actions reflect stakeholder feedback and demonstrate Cabrillo Unified School District's continued commitment to strengthening academic outcomes, promoting equity, and ensuring all students have access to high-quality learning opportunities.

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

There were no major material differences in the overall allocation of LCFF funds designated for increased or improved services. However, adjustments were made throughout the year to strategically align expenditures with student needs and maximize available supplemental funding sources. While certain actions reflected lower-than-planned expenditures, services and supports for students were maintained and, in several cases, expanded through the use of alternative grant funding, operational efficiencies, and strategic resource alignment.

In some instances, funds originally budgeted for expanded elective and Advanced Placement (AP) course offerings were adjusted due to lower enrollment trends and staffing changes, resulting in fewer course sections at the middle and high school levels. Savings generated through these adjustments were redirected to provide targeted academic interventions, additional instructional aide support, expanded after-school academic assistance, and supplemental services for English Learners, socio-economically disadvantaged students, foster youth, and students with disabilities who continue to demonstrate lower performance on CAASPP assessments.

Goal 1 – Academic Improvement
Action 1.1 – College and Career (LCAP and LREBG)

Variance: $110,195 overspent; Planned expenditures of $1,235,000 resulted in estimated actual expenditures of $1,345,195. This variance was primarily due to the district strategically offsetting a portion of staffing and program costs through alternative grant funding sources that were scheduled to expire during the 2025–2026 school year. By leveraging these one-time grant funds, Cabrillo Unified School District was able to reduce the draw on LCAP supplemental funds while fully maintaining college and career readiness programming, including counseling supports, pathway development, career exploration opportunities, and student access initiatives.

The resulting savings allowed the district to redirect LCAP resources toward targeted academic intervention services and additional supports for unduplicated student groups, while continuing to maintain the intended level of college and career programming districtwide.

Action 1.2 – Early Literacy

Variance: $177,098 underspent

Planned expenditures of $222,000 resulted in estimated actual expenditures of $44,902. Although this variance appears significant, all planned Early Literacy programming, professional development, and instructional supports were fully implemented during the school year. The district was able to utilize Big Lift funding and other supplemental one-time grant resources to cover professional development and literacy implementation costs that had originally been budgeted through LCAP funds.

As a result, expenditures charged to the LCAP were substantially reduced without reducing services to students. This variance reflects the district's strategic and fiscally responsible use of available grant funding streams to preserve supplemental and concentration funds for additional student support needs. Students continued to receive literacy intervention, evidence-based reading instruction, teacher training, and early literacy supports as planned.

Action 1.3 – Culturally Responsive Classrooms

Variance: $234,815 underspent prior to summer school adjustments

Planned expenditures of $610,000 resulted in estimated actual expenditures of $375,185. However, the district anticipates an additional estimated $231,000 in summer school expenditures associated with this action, bringing the adjusted estimated actual expenditure total closer to $606,185.

The variance within the core instructional program reflects the fact that many instructional materials, curriculum resources, and professional development investments supporting culturally responsive classroom implementation were substantially completed during the prior academic year. As a result, those expenditures did not need to be duplicated during the current cycle. Additional materials and supplemental resources were also supported through alternative funding sources outside of the LCAP.

Summer school programming represented a significant investment under this action and demonstrated the district's continued commitment to providing inclusive, culturally responsive, and academically supportive extended learning opportunities for all students, particularly unduplicated pupils who benefit from additional instructional time and targeted intervention supports.

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

Effectiveness of Actions Toward Goal 1: Academic Achievement and College and Career Readiness

The actions implemented under Goal 1 have demonstrated mixed effectiveness in supporting student achievement and college and career readiness.

Early Literacy Supports: Actions such as K–3 targeted literacy instruction, teacher coaching, and progress monitoring have been effective, as evidenced by consistent growth in DIBELS proficiency across all grades: Kindergarten (+15 percentage points), 1st grade (+15), 2nd grade (+15), and 3rd grade (+15). This indicates that early literacy initiatives are positively impacting foundational reading skills.

College and Career Readiness Initiatives: Efforts to increase A–G course completion and expand access to CTE pathways have shown partial effectiveness. While some student groups, including Hispanic students, Students with Disabilities, and socioeconomically

disadvantaged students, experienced gains in A–G completion, overall 12th-grade completion declined from 38% to 31% compared to the baseline. CTE participation increased, with 18 pathway completers and 11 students completing both A–G and CTE, demonstrating progress in providing multiple pathways to postsecondary readiness.

ELA and Mathematics Support Actions: Interventions aimed at improving ELA and math proficiency have yielded mixed results. Some grade levels and subgroups showed improvement (e.g., 3rd-grade Hispanic ELA, 11th-grade Students with Disabilities math), while overall CAASPP performance in select grades declined compared to baseline, indicating that these actions have been partially effective but require refinement and targeted supports.

English Learner Supports: Actions intended to accelerate English Language Development, including designated and integrated ELD instruction, have shown limited effectiveness, as reflected in the decrease in students scoring Level 4 on the ELPAC from 15% to 12.06%. This suggests a need for increased focus on differentiated supports and reclassification efforts.

Summary: Overall, the district's actions have been most effective in early literacy and expanding career pathways. Progress in academic achievement for secondary students and English learners has been partial, highlighting the need to enhance Tier I instruction, targeted interventions, and supports for access to rigorous coursework.

The district will continue to refine and expand actions to ensure equitable outcomes for all students. Strengthening Tier 1 instruction remains a critical priority. Ensuring students receive the highest quality instruction the very first time reduces the need for remediation and accelerates achievement for all learners. To this end, the district is increasing professional development focused on evidence-based strategies in literacy, mathematics, and ELD to address the specific needs of diverse student populations. Emphasis on Tier 1 instruction, coupled with ongoing coaching and support, is essential for sustainable progress toward academic goals and equity.

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

Based on an analysis of the most recent student achievement data, stakeholder feedback, and evaluation of the 2025–2026 implementation cycle, Cabrillo Unified School District has refined Goal 1 actions to strengthen academic outcomes, improve instructional coherence, and accelerate progress for all student groups, with a continued emphasis on English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and students performing below grade level.

Strengthened English Learner Supports
While progress was observed in select English Learner outcomes, current data indicate an ongoing need to improve English Language Arts and Mathematics achievement, increase academic language proficiency, and strengthen reclassification outcomes. For 2026–2027, the district will enhance both designated and integrated English Language Development (ELD) instruction through expanded academic language supports, increased collaboration between classroom teachers and EL specialists, and improved alignment of instructional practices across grade levels. Professional development will focus on evidence-based strategies that promote language acquisition within rigorous, standards-aligned core instruction and support long-term academic success for English Learners.

Expanded Early Literacy Implementation

Although early literacy initiatives demonstrated positive growth in foundational skills across several primary grade levels, implementation data revealed inconsistencies across sites and classrooms. In response, the district will continue expanding structured literacy practices and strengthening Tier 1 instruction in Transitional Kindergarten through Grade 3. Additional intervention supports, progress monitoring systems, instructional coaching, and professional learning aligned to the science of reading will be implemented to ensure consistent, high-quality literacy instruction and early intervention across all elementary schools.

Refined Mathematics Instruction and Intervention Supports
Mathematics performance data identified persistent achievement gaps, particularly within middle school grades and among student groups performing below grade level. To address these needs, the district will refine mathematics instructional practices through increased collaboration time for teachers, expanded intervention opportunities, and targeted professional learning focused on conceptual understanding, mathematical discourse, and rigorous Tier 1 instruction. The district will also strengthen the use of data-informed instructional practices to better identify and respond to student learning needs. Add a Math Teacher on Special Assignment to support the rollout of the new adopted math Curriculum.

Expansion of Targeted Academic Interventions and MTSS
Building upon successful intervention structures implemented during prior years, the district will expand targeted academic supports across all grade spans through increased small-group instruction, intervention blocks, and improved coordination of Multi-Tiered Systems of Support (MTSS). The district will continue strengthening systems for progress monitoring and data analysis to ensure interventions are responsive, timely, and aligned to individual student needs. These efforts are intended to improve student achievement outcomes while increasing consistency in intervention implementation across schools.

Strengthening Tier 1 Instruction Through Instructional Monitoring and Support
To ensure consistent implementation of high-quality instructional practices, the district will expand and align regular site and classroom visits focused on monitoring and supporting culturally responsive teaching practices, rigorous standards-aligned instruction, and strong Tier 1 supports. Instructional leadership teams will utilize classroom walkthroughs, collaborative feedback processes, and ongoing coaching cycles to support instructional improvement and strengthen student engagement and learning outcomes across all schools.

Increased College and Career Readiness Supports
To further improve college and career readiness outcomes, the district will expand student access to A–G coursework, strengthen academic counseling systems, and increase opportunities for Career Technical Education (CTE), Advanced Placement (AP), and dual enrollment participation. The district will also strengthen systems for early identification of students requiring academic support to ensure proactive intervention and individualized planning beginning in middle school and continuing through graduation.
14 CTE Pathway Completers

We removed the CTE Completers from metric 1.6 since this is repeated data from a previous metric.

Enhanced Data-Driven Decision Making and Assessment Systems
The district will continue refining data systems and collaborative structures to support timely, informed, and student-centered decision-making. Quarterly data reviews, site-based collaboration cycles, and targeted action planning processes will be implemented to monitor progress and adjust instructional supports as needed. In addition, the district will develop and implement districtwide benchmark

assessments to strengthen the cycle of inquiry process and provide consistent measures of student progress across schools. These assessments will support teams in analyzing performance trends, identifying instructional needs, and making responsive instructional adjustments. Collectively, these systems will strengthen alignment between resources, instructional practices, and student outcomes.

These refinements reflect Cabrillo Unified School District's ongoing commitment to continuous improvement, equitable access, and high-quality instruction for all students. Through strengthened Tier 1 instruction, expanded targeted supports, improved instructional coherence, and intentional use of student performance data, the district remains focused on improving outcomes and ensuring all students are provided the support necessary for academic success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	College and Career (LCAP and LREBG)	Improve College and Career awareness, readiness, and attainment for all students 1.1A | Increase professional learning to deepen understanding of equity concerns and cultural competence for all educators 1.1B | Engage in a data-driven process to determine an appropriate allocation of Reading Intervention and ELD support for students needing it 1.1C | Develop and implement guidelines for proactively supporting student attendance and engagement 1.1D | Provide credit recovery opportunities for high school students needing additional graduation credits | Provide academic interventions and enrichment opportunities during and/or after regular school hours 1.1E | Provide academic interventions and enrichment opportunities during and/or after regular school hours 1.1F | Evolve high school academic programs and processes to increase opportunities and participation in courses of high interest and value to students LCAP and LREBG Action.	$1,698,361.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Research consistently demonstrates that comprehensive college and career counseling significantly improves student outcomes, with participants showing higher high school graduation rates and increased post-secondary enrollment. In addition to counseling services, research shows that targeted professional development for teachers and systematic elimination of barriers for students are equally critical for success. Studies indicate that when educators receive training in equity and cultural competence, they create more inclusive learning environments that support achievement across diverse populations. Research also demonstrates that removing institutional barriers, such as providing flexible scheduling, credit recovery options, and extended learning opportunities, dramatically increases student engagement and course completion rates. When students receive this multi-layered support, combining counseling, skilled instruction, and barrier removal, they develop a better understanding of higher education pathways, navigate application processes more effectively, and identify available financial aid opportunities, ultimately leading to improved post-secondary outcomes. Metric being used to monitor the action: Metric 1.1 LREBG Funds supporting this action: $463,631 per year through 2027–28		
1.2	Early Literacy	Expand early literacy efforts for broader academic readiness 1.2A | Standardize the literacy curriculum for the early learning program and align with after-school wrap-around services 1.2B | Expand a full inclusion early learning program to ensure all students access high-quality instruction in an inclusive setting 1.2C | Standardize early learning assessments for the development of individualized early learning plans 1.2D | Implement state and board-adopted curricula to increase student outcomes in mastery of Common Core State Standards	$222,000.00	Yes

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Cabrillo Unified School District (CUSD) developed Goal 2: Focus on Equity to ensure that students who have historically experienced disparities in academic outcomes receive the support necessary to achieve at high levels. Analysis of state and local assessments, student engagement data, and feedback from students, families, teachers, staff, and community members identified the need for a dedicated goal that prioritizes the success of at-promise student groups. This goal reflects the district's commitment to using multiple measures of student performance and ongoing academic monitoring to drive equitable outcomes.

District data, including the California School Dashboard, CAASPP results, English Learner Progress Indicator (ELPI) data, and local assessments, revealed persistent achievement gaps for English Learners, including Long-Term English Learners, Students with Disabilities, Hispanic/Latinx students, and Socioeconomically Disadvantaged students. In particular, the district's Red Dashboard indicator for English Learner Progress and additional Red indicators across several school sites and student groups demonstrated the need for targeted supports and continuous monitoring to accelerate student achievement and language development.

Goal 2 was therefore developed to ensure that district resources, instructional practices, and interventions are informed by ongoing analysis of student data and educational partner input. By regularly reviewing academic progress, engagement measures, and implementation outcomes, the district will evaluate the effectiveness of its strategies and make adjustments as needed to reduce achievement gaps and improve outcomes for its at-promise student groups. Actions 2.1A, 2.1B, 2.1D, and 2.2F specifically address the required response to the district's Red Dashboard indicators and support the goal of providing equitable opportunities for student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Assessments data in ELA and Math, ELPAC, and RFEP rates of reclassification for At-Promise Students in grades 3rd, 7th, and 11th	2022-2023 CAASPP Assessments data in ELA and Math, ELPAC, and RFEP rates of reclassification for At-Promise Students in grades 3rd, 7th, and 11th ENGLISH LANGUAGE ARTS | CAASPP Proficient and Above ALL STUDENTS 3rd - 44% 7th - 40% 11th - 41% ENGLISH ONLY 3rd - 63% 7th - 59% 11th -56% ENGLISH LEARNERS 3rd - 3% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 6% 7th - 7% 11th - 5% WHITE 3rd - 71% 7th - 67%	2023-2024 CAASPP Assessments data in ELA and Math, ELPAC, and RFEP rates of reclassification for At-Promise Students in grades 3rd, 7th, and 11th ENGLISH LANGUAGE ARTS | CAASPP Proficient and Above ALL STUDENTS 3rd - 42% . 7th - 41% 11th - 46% ENGLISH ONLY 3rd - 56% 7th - 54% 11th -62% ENGLISH LEARNERS 3rd - 9% 7th - 0% 11th -0%	2024-2025 CAASPP Assessments data in ELA and Math, ELPAC, and RFEP rates of reclassification for At-Promise Students in grades 3rd, 7th, and 11th ENGLISH LANGUAGE ARTS | CAASPP Proficient and Above 2024-2025 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 41% 7th - 40% 11th - 35% ENGLISH ONLY 3rd - 63% 7th - 59% 11th -46%	2025-2026 CAASPP Assessments data in ELA and Math, ELPAC, and RFEP rates of reclassification for At-Promise Students in grades 3rd, 7th, and 11th ENGLISH LANGUAGE ARTS| CAASPP Proficient and Above ALL STUDENTS 3rd - 50% 7th - 46% 11th - 47% ENGLISH ONLY 3rd - 69% 7th - 65% 11th -62% ENGLISH LEARNERS 3rd - 9% 7th - 6% 11th - 12% SPECIAL EDUCATION	ENGLISH LANGUAGE ARTS | CAASPP Change in % Proficient and Above ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd: Decreased by 3% 7th: No change 11th: Decreased by 6% ENGLISH ONLY 3rd: Decreased by 7% 7th: No change 11th: No change ENGLISH LEARNERS 3rd: Decreased by 1% 7th: No change 11th: Increased by 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th -70% HISPANIC LATINO 3rd - 31% 7th - 25% 11th - 24% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 7th - 26% 11th -22% source: CAASPP MATHEMATICS | CAASPP Proficient and Above ALL STUDENTS 3rd - 45% 7th - 31% 11th - 26% ENGLISH ONLY 3rd - 59% 7th - 50% 11th - 40% ENGLISH LEARNERS 3rd - 15% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 22%	SPECIAL EDUCATION 3rd - 18% 7th - 21% 11th - 8% WHITE 3rd - 59% 7th - 61% 11th -73% HISPANIC LATINO 3rd - 23% 7th - 21% 11th - 22% SOCIOECONOMICALLY DISADVANTAGED 3rd - 32% 7th - 27% 11th -18% source: CAASPP MATHEMATICS | CAASPP Proficient and Above ALL STUDENTS 3rd - 47% 7th - 29% 11th - 30%	ENGLISH LEARNERS 3rd - 2% 7th - 0% 11th - 8% SPECIAL EDUCATION 3rd -15% 7th - 9% 11th -4% WHITE 3rd - 64% 7th - 63% 11th -45% HISPANIC LATINO 3rd - 20% 7th - 22% 11th - 22% SOCIOECONOMICALLY DISADVANTAGED 3rd - 19% 7th - 17% 11th -17% MATHEMATICS ALL STUDENTS 3rd - 35% 7th - 33%	3rd - 12% 7th - 13% 11th - 11% WHITE 3rd - 77% 7th - 73% 11th -76% HISPANIC LATINO 3rd - 37% 7th - 31% 11th - 30% SOCIOECONOMICALLY DISADVANTAGED 3rd - 22% 7th - 32% 11th -28% MATHEMATICS | CAASPP Proficient and Above ALL STUDENTS 3rd - 51% 7th - 37% 11th - 32% ENGLISH ONLY 3rd - 65% 7th - 56% 11th - 46%	SPECIAL EDUCATION 3rd: Increased by 2% 7th: Increased by 2% 11th: Decreased by 1% WHITE 3rd: Decreased by 7% 7th: Decreased by 5% 11th: Decreased by 25% HISPANIC/LATINO 3rd: Decreased by 11% 7th: Decreased by 3% 11th: Decreased by 2% SOCIOECONOMICALLY DISADVANTAGED 3rd: Increased by 3% 7th: Decreased by 9% 11th: Decreased by 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7th - 4% 11th - 6% WHITE 3rd - 68% 7th - 59% 11th -46% HISPANIC LATINO 3rd -12% 7th -28% 11th -16% SOCIOECONOMICALLY DISADVANTAGED 3rd - 28% 7th - 14% 11th -11% source: CAASPP ELPAC 2022-2023 16.5% Level 4 on ELPAC source: ETS RFEP 2023-24 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status 541/990	ENGLISH ONLY 3rd - 64% 7th - 44% 11th - 30% ENGLISH LEARNERS 3rd - 7% 7th - 0% 11th - 0% SPECIAL EDUCATION 3rd - 29% 7th - 9% 11th - 0% WHITE 3rd - 67% 7th - 49% 11th -49% HISPANIC LATINO 3rd -28% 7th -8% 11th -9% SOCIOECONOMICALLY DISADVANTAGED 3rd - 33% 7th - 14% 11th -10% source: CAASPP	11th - 21% ENGLISH ONLY 3rd - 52% 7th - 54% 11th - 29% ENGLISH LEARNERS 3rd - 7% 7th - 0% 11th - 0% SPECIAL EDUCATION 3rd - 15% 7th - 14% 11th - 4% WHITE 3rd - 56% 7th - 57% 11th -33% HISPANIC LATINO 3rd -18% 7th -12% 11th -8% SOCIOECONOMICALLY DISADVANTAGED 3rd - 17% 7th - 15% 11th -12%	ENGLISH LEARNERS 3rd - 21% 7th - 6% 11th - 12% SPECIAL EDUCATION 3rd - 28% 7th - 10% 11th - 12% WHITE 3rd - 74% 7th - 65% 11th - 52% HISPANIC LATINO 3rd -18% 7th -34% 11th -22% SOCIOECONOMICALLY DISADVANTAGED 3rd - 34% 7th - 20% 11th -17% ELPAC 22.5% Level 4 on ELPAC RFEP	MATHEMATICS | CAASPP – Percent Proficient and Above ALL STUDENTS 3rd: Decreased by 10% 7th: Increased by 2% 11th: Decreased by 11% ENGLISH ONLY 3rd: Decreased by 7% 7th: Increased by 4% 11th: Decreased by 11% ENGLISH LEARNERS 3rd: Decreased by 8% 7th: No Change 11th: Decreased by 6% SPECIAL EDUCATION 3rd: Increased by 7% 7th: Increased by 10% 11th: Decreased by 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		54% source: Dataquest	ELPAC 2023-2024 14.18% Level 4 on ELPAC source: ETS RFEP 2024-25 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status 56.5% source: Dataquest source: Dataquest	source: CAASPP ELPAC 2024-2025 12.06% Level 4 on ELPAC source: ETS RFEP 2025-26 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status Data will be produced in June 2026 source: Dataquest source: Dataquest	2025-26 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status 58%	WHITE 3rd: Decreased by 12% 7th: Decreased by 2% 11th: Increased by 13% HISPANIC/LATINO 3rd: Increased by 6% 7th: Decreased by 16% 11th: Decreased by 8% SOCIOECONOMICALLY DISADVANTAGED 3rd: Decreased by 11% 7th: Increased by 1% 11th: Increased 1% ELPAC – % Scoring Level 4 (Highest Level) Decreased by 4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						RFEP (Reclassification Rate – Ever-ELs) 2023–2024: 54% 2024–2025: 56.5% Change: Increased by 2.5% source: Dataquest
2.2	Participation of At-Promise Students in Advanced Placement (AP) and Honors Courses, Interscholastic Athletics, and Electives: For year 3, modify this set of metric to focus just on % of At- Promise students in AP classes at HMBHS, removing the Honors, Athletics and Electives	2022-2023 Electives offered: 27 course offerings available	2023-2024 Electives offered at HMBHS: AP courses: 17 Elective courses: 13 Total: 30 course offerings available	2024-2025 Electives Offered at HMBHS: AP courses: 17 Elective courses: 12 Total: 29 course offerings available	2025/2026 increase the Participation of At-Promise Students in Advanced Placement (AP) and Honors Courses, Interscholastic Athletics, and Electives offered by 5%. 32 course offerings available	The number of AP/elective sections increased by 2 courses
2.3	Discipline data in secondary schools (Suspension & Expulsion Rates.	2022-2023 Discipline data in secondary schools (Suspension & Expulsion Rates). Suspension Rate: 2022-23: 2.70% Expulsion Rate 2022-23: 0.14% Source: DataQuest	2023-2024 Discipline data in secondary schools (Suspension & Expulsion Rates) Suspension Rate: 2023-24: 2.6% Expulsion Rate 2023-24: 0.10% Source: DataQuest	2024-2025 Discipline data in secondary schools (Suspension & Expulsion Rate) Suspension Rate: 2024-2025: 2.40% Expulsion Rate 2024-2025: 0% Source: DataQuest	2025-2026 Discipline Data in secondary schools (Suspension & Expulsion Rates). Decrease suspension and expulsion by 2% Suspension Rate:	Suspension and expusion rates have both declined below the target percentage. This is a positive reduction in both suspension and expulsion rates at the secondary level, indicating early signs of progress in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					2025-26: 2.43% based on 22-23 baseline Expulsion Rate 2025-26: .12% based on 22-23 baseline Source: DataQuest	improving school climate through restorative practices and student-centered discipline approach Differences: Suspension Rate: -0.3% Expulsion Rate -0.14%
2.4	Attendance Data (District Wide)	Attendance Data (District Wide) 2022/2023: 2022-23: 91.8%	Attendance Data (District Wide) 2023/2024: 2023-24: 91.5%	Attendance Data (District Wide) 2024-25: 92.70%	Attendance Data (District Wide) 2025/2026 will increase 7.9% to 98%,	There was an increase in attendance rate for 2024-25 school year. Difference: 0.9%
2.5	Chronic Absenteeism Rate	Data from DataQuest 2018-19 (PrePandemic) Chronic Absenteeism Rates Alvin S. Hatch 5.7% El Granada 7.4% Farallone View 8.0% Half Moon Bay High 12.6% Kings Mountain 16.9% Manuel F. Cunha Intermediate 18.0% Pilarcitos Alternative High 60%	Data from DataQuest 2023-24: Alvin S. Hatch 14.5% El Granada 16.4% Farallone View 11.5% Half Moon Bay High 24.8% Kings Mountain 13.6% Manuel F. Cunha Intermediate 16.8%	Data from DataQuest 2024-25: Alvin S. Hatch 13.90% El Granada 15.90% Farallone View 12.00% Half Moon Bay High 19.80% Kings Mountain 8.30%	District Chronic Absenteeism Rate will be reduced for all schools to within 5% under the 2023-24 levels. Data will be populated in June 2026 HA 13.78% EG 15.58% FV 10.92% HMB 23.56% KM 12.92% CU 15.96% PHS 56.33%	Chronic rates increased greatly in the years following the COVID-19 pandemic. Rates have improved and should see a continuing decline in 2025-26. Difference: HA -14.8% EG -7% FV -6.3% HMB -0,4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Baseline 2022-23 Alvin S. Hatch 28.7% El Granada 22.9% Farallone View 18.3% Half Moon Bay High 20.2% Kings Mountain 33.3% Manuel F. Cunha Intermediate 20.7% Pilarcitos Alternative High 90.2%	Pilarcitos Alternative High 59.3%	Manuel F. Cunha Intermediate 14.20% Pilarcitos Alternative High 59.10%		KM -25% CU -6.5% PHS -31.1%
2.6	Middle School Dropout Rate (7th & 8th)	Data from DataQuest and CALPADS 2016-17 Adjusted Grade 7 Dropouts: 1 2016-17 Adjusted Grade 8 Dropouts: 0 Baseline 2022-23 Dropout rate grades 7-8: 1/584=0.1%	Data from DataQuest and CALPADS 2023-24 Dropout rate grades 7-8 1/542=0.1%	Data from DataQuest and CALPADS 2024-25 Dropout rate grades 7-8 :0.19%	2025-2026 Middle School Dropout Rate will be reduced to 1% source: DataQuest and CALPADS	Dropout rates for Middle School may well represent a no-show and inability to track the student Difference: Dropout rate grades 7-8: +0.9%
2.7	High School Dropout Rate	Data from DataQuest and CALPADS 2016-17 Annual Adjusted Grade 9-12 Dropout Rate: 3% 2022-23 Dropout rate grades 9-12: 30/1062=2.8%	Data from DataQuest and CALPADS 2023-24 Dropout rate grades 9-12: 26/1028=2.5%	Data from DataQuest and CALPADS 2024-25 Dropout rate grades 9-12 =4.03%	2025-2026 High School Dropout Rate will be reduced to 1%. Grade 9-12 Dropout Rate: 2% Source: DataQuest	There has been an increase in the HS dropout rate for the secondaries, with the continuation school providing the bulk. Efforts to support graduation rates and prevent dropouts are underway at HMBHS and PHS Difference:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Dropout rate grades 9-12: +1.2%
2.8	High School Graduation Rate	2022-23 High School Graduation Rate Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: 90.6% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 35.0% Source: DataQuest	Data from DataQuest 2023-24 Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: 91.9% 2023-24 Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 63.6%	Data from DataQuest 2024-25 Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: 96.4% 2024-25 Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 60.9%	2025-2026 High School Graduation Rate Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate will increase at HMBHS to 96% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 50.0% Source: DataQuest	The graduation rates at HMBHS and Pilarcitos have both increased above the target percentage. Difference: Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: +5.8% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: +25.9%
2.9	English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and reclassification. By 2027, students scoring Level 4 on the reclassification will increase by 10%.	2022/2023 English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and Reclassification. 16.50% EL Students scored Level 4 on ELPAC RFEP	2023/2024 English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and Reclassification. 2023-24	2024/2025 English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and Reclassification. 2024-25	2025/2026 English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and Reclassification. 26.50% EL Students scored Level 4 on ELPAC	Interpretation: A decrease in the percentage of English Learners scoring Level 4 on the ELPAC, suggesting a need for targeted language development support. ELPAC – % Scoring Level 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"Ever-ELs" by Years as EL and Reclassification (RFEP) Status Students: 541/990 RFEP rates of reclassification. 54%	14.18% EL Students scored Level 4 on ELPAC RFEP rates of reclassification. 81.50%	13.44% EL Students scored Level 4 on ELPAC RFEP rates of reclassification. 17.68%	RFEP "Ever-ELs" by Years as EL and Reclassification (RFEP) Status Increase by 4 points RFEP rates of reclassification. 58%	Difference: -3.06% RFEP – Reclassification Rate Difference: -36.32%

Goal Analysis [2025-26]

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

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

Cabrillo Unified School District continued implementing targeted actions and supports designed to improve academic achievement, attendance, engagement, and graduation outcomes for At-Promise student groups, including English Learners, Socioeconomically Disadvantaged students, Hispanic/Latino students, and Students with Disabilities. The district maintained implementation of expanded AP and elective course offerings, restorative discipline practices, attendance interventions, academic supports, and English Learner services aligned to the goals and actions identified within the LCAP. Overall implementation remained substantially aligned to planned actions; however, several outcome measures demonstrated mixed progress when comparing outcomes to baseline data. Significant successes were noted in graduation rates, reductions in chronic absenteeism at most school sites, stabilization of discipline rates, and modest increases in RFEP rates. At the same time, academic achievement data from CAASPP and ELPAC indicate ongoing challenges in accelerating outcomes for several student groups, particularly in mathematics and upper grade English Language Arts performance.

Key Differences & Challenges:
While implementation of academic interventions, MTSS supports, attendance monitoring systems, and expanded learning opportunities continued districtwide, Year 2 academic performance data showed inconsistent growth across student groups and grade spans. In ELA, All Students declined from baseline in both 3rd grade (44% to 41%) and 11th grade (41% to 35%), while 7th grade performance remained stable at approximately 40%. English Learner performance in ELA remained significantly below district averages, although 11th grade EL students

demonstrated modest improvement from 6% to 8% proficient. Mathematics performance reflected greater challenges, with All Students declining from baseline in 3rd grade (45% to 35%) and 11th grade (26% to 21%), while 7th grade math showed a small increase from 31% to 33%. Socioeconomically Disadvantaged and Hispanic/Latino student groups continued to perform below district averages in both ELA and Mathematics, particularly at the secondary level.

English Learner language acquisition data also reflected implementation challenges. The percentage of English Learners scoring Level 4 on the ELPAC decreased from the baseline of 16.5% to 13.44% in Year 2, indicating continued need for designated and integrated ELD supports, consistent instructional practices, and targeted language development interventions. Although RFEP rates increased from the baseline of 54% to 56.5%, the district did not sustain the unusually high reclassification rate reported in Year 1. Additionally, chronic absenteeism remained elevated at several school sites, particularly at Half Moon Bay High School and Pilarcitos Alternative High School, despite reductions at most elementary and middle school sites. High school dropout rates also increased in Year 2 from 2.8% to 4.03%, demonstrating the continued need for intensive secondary intervention, credit recovery, alternative education supports, and student engagement efforts.

Successes:
The district experienced several notable successes during Year 2 implementation. High school graduation rates increased significantly at both comprehensive and alternative school settings. Half Moon Bay High School improved from a 90.6% baseline graduation rate to 96.4%, exceeding the Year 3 target, while Pilarcitos Alternative High School improved substantially from 35.0% to 60.9%, reflecting continued success with credit recovery, individualized student support, and alternative pathway programming.

The district also demonstrated progress in reducing chronic absenteeism across most sites compared to post-pandemic baseline rates. Kings Mountain Elementary improved from 33.3% to 8.3%, Alvin S. Hatch improved from 28.7% to 13.9%, and Pilarcitos Alternative High School decreased from 90.2% to 59.1%. These improvements suggest that attendance outreach, family engagement, and student support systems are beginning to positively impact student attendance patterns.

Discipline outcomes also reflected positive implementation trends. Suspension rates decreased from 2.70% to 2.40%, and expulsion rates declined from 0.14% to 0%, indicating continued implementation of restorative practices and student-centered discipline approaches. Additionally, the district maintained broad access to advanced coursework and enrichment opportunities, sustaining 29 AP and elective course offerings at Half Moon Bay High School, supporting student engagement and college and career readiness opportunities for students.

While several academic indicators remain below desired outcomes, Year 2 implementation demonstrated continued progress toward improving systems of support, expanding student access and engagement opportunities, strengthening graduation outcomes, and addressing attendance and behavioral needs across the district.

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

Goal 2 – Student Achievement (Academic & Social-Emotional)
Action 2.1 – Improved Achievement for Unduplicated Students
Variance: $250,065 underspent

Planned expenditures of $345,000 resulted in estimated actual expenditures of $94,935. The variance was primarily attributable to decreased enrollment among unduplicated student groups, delays in filling intervention support positions, and the strategic use of alternative grant funding sources to support planned services and interventions.

Although expenditures were lower than originally projected, services for unduplicated students continued throughout the year, including targeted academic interventions, supplemental instructional support, and evidence-based instructional practices designed to improve student achievement outcomes. Certain services were implemented at a reduced scale due to staffing capacity, with plans for expansion in the coming year as recruitment and staffing efforts are completed.

Action 2.2 – Fair Practices for All Students
Variance: $311,397 overspent

Planned expenditures of $685,000 resulted in estimated actual expenditures of $996,397. The increase in expenditures reflects the district's intentional and responsive efforts to ensure equitable and inclusive access to district programs, services, and educational pathways for all students.

Additional expenditures supported expanded mental health staffing, increased counseling services, supplemental intervention resources, and supports designed to reduce barriers to participation for English Learners, socioeconomically disadvantaged students, foster youth, and other historically underserved student groups. The variance also reflects increased employee salary costs and the addition of two counselor positions under this action to strengthen academic, behavioral, and social-emotional support systems across school sites.

These investments aligned with the district's commitment to promoting equitable access, improving student engagement, and strengthening comprehensive student support services.

Action 2.3 – Safe School Environment
Variance: $133,101 overspent

Planned expenditures of $390,000 resulted in estimated actual expenditures of $523,101. The increased expenditures reflect expanded investments in campus safety infrastructure, additional classified support staff, behavioral intervention supports, and restorative practices programming designed to promote positive school climate and student well-being.

Additional costs were also associated with addressing increased student social-emotional and behavioral needs, including supports related to the growing complexity of student Individualized Education Program (IEP) needs across district sites. These investments were made in direct response to student data and site-identified needs indicating the importance of strengthening behavioral, safety, and social-emotional support systems to ensure safe, welcoming, and inclusive learning environments for all students.

Action 2.4 – Chronic Absenteeism Reduction
Variance: $15,927 (new expenditure)

This action was originally budgeted at $0, as the district initially anticipated implementing attendance interventions through existing staff capacity and site-based resources. However, during the school year, the district identified a need for additional targeted outreach, family engagement supports, and attendance monitoring systems to address increasing chronic absenteeism rates among student groups.

As a result, estimated actual expenditures totaled $15,927 to support enhanced communication systems, attendance tracking processes, student outreach efforts, and family engagement strategies aimed at reducing attendance barriers and improving student engagement. These expenditures reflect the district's proactive commitment to strengthening attendance systems and providing additional support for unduplicated students experiencing chronic absenteeism.

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

Several specific actions demonstrated varying levels of effectiveness in advancing progress toward Goal 2, with notable strengths in graduation outcomes, student engagement, attendance improvements at targeted sites, and discipline reduction efforts, while academic achievement outcomes continued to reflect the need for additional instructional refinement and targeted intervention.

Targeted academic interventions and student support systems demonstrated moderate effectiveness for Students with Disabilities and certain student groups. In Mathematics, Special Education students showed gains in several grade levels compared to baseline, including increases in 3rd grade proficiency from 18% to 28%, 7th grade from 4% to 10%, and 11th grade from 6% to 12%. Similarly, English Learners demonstrated improvement in 11th grade ELA proficiency, increasing from 6% to 8%, and in 11th grade Mathematics from 6% to 12%. These outcomes suggest that intervention supports, co-teaching models, specialized academic instruction, and expanded access to intervention services are beginning to positively impact targeted student populations. However, overall districtwide CAASPP performance in both ELA and Mathematics declined in several grade spans, particularly among All Students, Hispanic/Latino students, and Socioeconomically Disadvantaged students, indicating that instructional acceleration efforts have not yet produced consistent academic growth across all student groups.

Actions designed to expand student engagement opportunities through AP courses and elective offerings demonstrated positive effectiveness in maintaining student participation and supporting secondary student outcomes. The district maintained 29 AP and elective course offerings at Half Moon Bay High School, preserving student access to advanced coursework and enrichment opportunities. These actions likely contributed to significant gains in graduation outcomes, including the increase at Half Moon Bay High School from 90.6% to 96.4% and the continued improvement at Pilarcitos Alternative High School from 35.0% to 60.9%. While high school dropout rates increased in Year 2 to 4.03%, the substantial improvement in graduation rates indicates that alternative pathways, credit recovery systems, and student engagement supports continue to positively impact many students.

English Learner actions demonstrated mixed effectiveness. RFEP rates increased modestly from the baseline of 54% to 56.5%, indicating continued progress in reclassification efforts and student language acquisition supports. However, the percentage of English Learners scoring Level 4 on the ELPAC declined from 16.5% to 13.44%, suggesting that while some students are meeting reclassification criteria,

additional focus is needed on long-term academic language development, designated ELD instruction, and consistent implementation of language acquisition strategies across grade levels and content areas.

Attendance improvement strategies and re-engagement efforts showed partial effectiveness across the district. Several schools experienced substantial reductions in chronic absenteeism compared to post-pandemic baseline levels, including Kings Mountain Elementary (33.3% to 8.3%), Alvin S. Hatch (28.7% to 13.9%), and Pilarcitos Alternative High School (90.2% to 59.1%). These improvements suggest that tiered attendance interventions, family outreach, counseling supports, and student engagement efforts are positively impacting attendance at many sites. However, chronic absenteeism at Half Moon Bay High School increased from 20.2% to 24.8%, indicating that secondary attendance interventions require additional refinement and intensified supports for students with persistent attendance barriers.

Actions focused on restorative practices and positive school climate demonstrated overall effectiveness. Suspension rates declined from 2.70% to 2.40%, while expulsion rates decreased from 0.14% to 0%, reflecting continued progress in implementing restorative approaches, behavioral supports, and alternatives to exclusionary discipline practices. These outcomes suggest that school climate initiatives and student-centered discipline systems are contributing to safer and more supportive learning environments across secondary schools.

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

In response to recent declines in ELPAC Level 4 performance and overall reclassification rates, the district has refined its support strategies for English Learners to ensure more robust, structured intervention. Moving forward, the district will maintain its commitment to site-based English Learner specialists, while the district literacy specialist will facilitate weekly collaboration sessions at each elementary site. This collaborative framework will focus on securing dedicated language development blocks within the daily instructional schedule and expanding comprehensive teacher training in both designated and integrated English Language Development (ELD). Furthermore, to support the transition to a newly adopted mathematics curriculum aligned with updated state standards, the district is establishing a dedicated mathematics specialist position to provide direct, push-in instructional support across all elementary classrooms.

Alongside these language and mathematics initiatives, the district is placing an increased emphasis on early literacy and numeracy through targeted early interventions. This foundational support will be systematically expanded by increasing the deployment of push-in instructional aides and optimizing dedicated K–3 intervention blocks to catch and remediate learning gaps early. Concurrently, to address barriers to student engagement, the district has revised its chronic absenteeism interventions. Attendance improvement efforts will now be driven by a newly formed, districtwide attendance task force charged with conducting monthly data reviews. For students requiring Tier 3 intensive intervention, the district will implement structured home visits backed by heightened, strategic coordination between site administrators, school counselors, community liaisons, and families to foster strong home-school partnerships and improve overall student attendance.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	2.1A Increase English Language Development Supports (PK-8th grade) to help reclassify EL students earlier to English proficient status for increased access to academic courses 2.1B Increase teacher training in ELD across the curriculum and monitor the use of classroom ELD Strategies to support students with Designated and Integrated ELD, as well as supporting teachers with strategies designed to address the needs of Long-Term English Learners. 2.1C Provide professional development to support best practice instruction for Students with Disabilities and other At-Promise Students 2.1D Integrate culturally relevant enrichment programs and wellness supports into core curricula 2.1E Develop early intervention plans based on early learning screeners in core PK-3rd grade content areas and in alignment with Big Lift literacy efforts (LCAP goal 2.4 & 2.8) 2.1F Maintain interpretation and translation services for Non-English speaking families (e.g., maintenance of school community relations assistants) (LCAP 4.3)	$345,000.00	Yes
2.2	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	2.2A Convene a Diversity, Equity, and Inclusion (DEI) Committee as recommended in CUSD Equity Audit 2.2B Increase outreach to Spanish-speaking (hispanohablante) families to improve school-home communication and support student outcomes 2.2C Review current course and program enrollment process and requirements to increase advanced course enrollment opportunities for all student subgroups	$685,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.2D Institutionalize Link Crew and WEB programs at HMBHS and Cunha to help foster student leadership and provide peer mentoring 2.2E Engage all school communities to systematically review data on student outcomes and identify solutions to support equitable schools and build high-quality school-family relationships 2.2F Increase professional development to support At-Promise Students, enhance teacher-student relationships, and improve peer interactions (LCAP 1.3 & 1.4)		
2.3	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	2.3A Maintain secondary school counselors to provide services needed for At-Promise Students (LCAP 4.5) 2.3B Expand emerging youth-led leadership and peer mentoring initiatives across sites to develop positive student role models 2.3C Strengthen training in SMCOE Big 5 Safety Protocol guidelines and Incident Command System (ICS) structure to improve site emergency responses 2.3D Increase the use of Alternatives to Suspension and exclusionary discipline to keep students in school, productively engaged, and accessing their education 2.3E Expand staff training and implementation of restorative community circles at all sites to improve peer-to-peer interactions 2.3F Partner with SMCOE on implementation of student safety protocols to guide campus security efforts	$390,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Increase staff, family and community engagement strategies to reduce chronic absenteeism.	Reducing Chronic Absenteeism: 2.4A Train Attendance staff to monitor and engage with students and families experiencing chronic absenteeism 2.4B Streamline School Attendance Review Board (SARB) process at sites and District Office to access district and county resources for families 2.4C Create attendance teams at every site to focus on the root causes of absenteeism for students 2.4D Increase family education initiatives and messaging to ensure they understand the importance of attendance	$80,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Cabrillo Unified School District (CUSD) developed this goal to ensure that every student is supported academically, socially, emotionally, and behaviorally in a safe and inclusive learning environment. This goal was informed by a comprehensive equity audit, the development of the district's Strategic Plan, and extensive engagement with students, families, teachers, staff, and community members. Educational partners consistently identified student wellness, mental health, positive school climate, and family engagement as essential components of student success, demonstrating the need for a comprehensive approach that addresses the whole child.

Analysis of state and local data, including the California School Dashboard, attendance records, behavioral data, and stakeholder surveys, identified suspension rates and chronic absenteeism as areas requiring continued attention. Red Dashboard indicators for Students with Disabilities in Suspension Rates and for Long-Term English Learners, Students with Disabilities, and multiple student groups across several school sites in Chronic Absenteeism highlighted the need for focused strategies to improve student engagement and ensure equitable access to learning. These findings reinforced that academic success is closely connected to students' sense of belonging, well-being, and consistent school attendance.

Goal 3 was therefore developed to establish a systematic process for monitoring student outcomes in behavior, social-emotional learning, mental health, attendance, and academics to guide continuous improvement. By using data to identify barriers to student success and incorporating ongoing input from educational partners, the district will evaluate the effectiveness of its supports and refine strategies as

needed. Actions within this goal specifically address the required response to the district's Red Dashboard indicators while advancing the district's commitment to creating learning environments where all students can thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of 5th, 7th, 9th, and 11th grade California Healthy Kids Survey (CHKS) student responses on school connectedness	For 2023 CHKS data: 5th: 67% 7th: 44% 9th: 49% 11th: 47%	For 2024 CHKS data: 5th: 75% 7th: 55% 9th: 44% 11th: 49%	For 2025 CHKS data: 5th: 60% 7th: 41% 9th: 59% 11th:53%	Data will be populated June 2026: Outcome targeted at 5th: 77% 7th: 54% 9th: 59% 11th: 57%	Results for 2025 slipped from 2024 compared to the Year 3 target in 5th and 7th grade, while 9th and 11th grade increased from the pervious year. Difference from baseline: 5th: -7% 7th: +10% 9th: +10% 11th: +10%
3.2	% student expulsion and suspension data	From Ca School Dashboard: Suspension Rate: 2021-22: 2% 2022-23: 2.70% Expulsion Rate 2021-22: 0.10% 2022-23: 0.14%	From DataQuest: Suspension Rate: 2023-24: 2.6% Expulsion Rate 2023-24: 0.1%	From DataQuest: Suspension Rate: 2024-25: 2.40% Expulsion Rate 2024-25: 0%	Data will be populated June 2026. Outcome targeted at: Suspension Rate: 2025-26: 2.43% Expulsion Rate 2025-26: 0.12%	Suspension rates have declined slightly, dropping below the target rate, while the expulsion rate has also declined below the target percentage. This is a successful reduction in both suspension and expulsion rates at the secondary level, indicating early signs of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						progress in improving school climate through restorative practices and student-centered discipline approach Differences from baseline: Suspension Rate: -0.30% Expulsion Rate -0.14%
3.3	% student attendance Rate	Data from School Status Attend 2021-22: 92.3%; 2022-23: 91.8%;	Data from School Status Attend 2023-24: 91.5%	Data from School Status Attend 2024-25: 92.70%	By 2027, the district Attendance Rate will equal or exceed 98%, Data will be populated in June 2027	The attendance rate has improved from baseline. We are still 5.30% below the target outcome Difference from baseline: +0.9%
3.4	% district Chronic Absenteeism Rate	Data from DataQuest Baseline 2022-23 Hatch Elem. 28.7% El Granada Elem. 22.9% Farallone View Elem. 18.3% Half Moon Bay High 20.2% Kings Mountain Elem. 33.3%	Data from DataQuest 2023-24: Hatch Elem. 14.5% El Granada Elem. 16.4% Farallone View Elem. 11.5% Half Moon Bay High 24.8%	Data from DataQuest 2024-25: Hatch Elem. 13.90% El Granada Elem. 15.90% Farallone View Elem. 12.00% Half Moon Bay High19.80%	District Chronic Absenteeism Rate will be reduced for all schools to within 5% under the 2023-24 levels. Data will be populated in June 2026 Hatch Elem. 13.78%	Chronic rates increased greatly in the years following the COVID-19 pandemic. Rates continue to improve across sites 9with a small exception at Farallone View). The 2024-25 show rates meeting the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Cunha Intermediate 20.7% Pilarcitos Alternative High 90.2%	Kings Mountain Elem. 13.6% Manuel F. Cunha Intermediate 16.8% Pilarcitos Alternative High 59.3%	Kings Mountain Elem. 8.30% Manuel F. Cunha Intermediate 14.20% Pilarcitos Alternative High 59.10%	El Granada Elem. 15.58% Farallone View Elem. 10.92% Half Moon Bay High 23.56% Kings Mountain Elem. 12.92% Cunha Intermediate 15.96% Pilarcitos Alternative High 56.33%	target year outcome for Kings Mountain. Difference from baseline: Hatch Elem. -14.8% El Granada Elem -7.0% Farallone View Elem. -6.3% Half Moon Bay High -0.4% Kings Mountain Elem. -25.0% Cunha Intermediate -6.5% Pilarcitos Alternative High -31.1%
3.5	# of Middle School student Dropout Rate	Data from DataQuest and CALPADS 2016-17 Adjusted Grade 7 Dropouts: 1 2016-17 Adjusted Grade 8 Dropouts: 0 Baseline 2022-23 Dropout rate grades 7-8: 1/584=0.1%	Data from DataQuest and CALPADS 2023-24 Dropout rate grades 7-8 1/542=0.1%	Data from DataQuest and CALPADS 2024-25 Dropout rate grades 7-8 =0.19%	# of Middle School student Dropout Rate will reduce to 0 for 7th and 8th grade source: DataQuest and CALPADS	Dropout rates for Middle School may well represent a no-show and inability to track the student Difference from baseline: +.09%
3.6	# of High School student Dropout Rate	Data from DataQuest and CALPADS	Data from DataQuest and CALPADS	Data from DataQuest and CALPADS	# of High School Dropout Rate will be reduced to 1%	There has been an increase in the HS dropout rate for the secondaries, with the continuation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2016-17 Annual Adjusted Grade 9-12 Dropout Rate: 3% 2022-23 Dropout rate grades 9-12: 30/1062=2.8%	2023-24 Dropout rate grades 9-12: 26/1028=2.5%	2024-25 Dropout rate grades 9-12 = 4.03%	source: DataQuest and CALPADS	school providing the bulk. Efforts to support graduation rates and prevent dropouts are underway at HMBHS and PHS Difference from baseline: Dropout rate grades 9-12: -+1.23%
3.7	% High School Graduation Rate	Data from DataQuest 2022-23 Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: 90.6% 2022-23 Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 35.0%	Data from DataQuest 2023-24 Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: 91.9% 2023-24 Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 63.6%	Data from DataQuest 2024-25 Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: 96.40% 2024-25 Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 60.90%	2025-2026 Data High School Graduation Rate will increase at HMBHS to 96% and at PHS to 50%	The graduation rate at HMBHS has risen slightly by 4.5%, while Pilarcitos has exceed the target number of 50% with a rate of 63.60.90% for 2024-25 Difference from baseline: Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: +5.8% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: +25.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	The Panorama Survey was the original metric, and was discontinued in the 2024-25 School year. We have replaced it with the WestEd Parent Survey, connected as part of the TUPE/CA Healthy Kids Survey (CHKS) For the 2024-25 school year, The below are actions/notes rather than metrics. These will be reflected in the Actions going forward. [Implement a plan for home-school connectedness and parent/family survey participation and satisfaction Form a Committee: Include teachers, parents, administrators, and community members to oversee the initiative. Regular Meetings: Schedule regular meetings to discuss progress, challenges, and next steps.	Data from Surveys: 2022-2023: 320 families completed Panorama Survey 2023-2024: 227 families completed the Panorama Survey Panoramic Survey Results: Barriers to Engagement: 78% favorable (1% increase since Spring 2023). School Climate: 60% favorable (3% increase since Spring 2023). Family Engagement: 28% favorable (1% increase since Spring 2023). Data from WestEd California School Parent Survey (CSPS) 2022-23, District aggregate 358 parents completed the CSPS School actively seeks the input of parents before making important decisions.	Source: WestEd California School Parent Survey (CSPS) 2023-24, District aggregate 528 parents completed the CSPS School actively seeks the input of parents before making important decisions. Strongly agree/agree: 52% Parents feel welcome to participate at this school. Strongly agree/agree: 75% School keeps me well-informed about school activities. Strongly agree/agree: 82% Attended a general school meeting: 88%	Source: WestEd California School Parent Survey (CSPS) 2024-25, District aggregate: 302 parents completed the CSPS School actively seeks the input of parents before making important decisions. Strongly agree/agree: 63% Parents feel welcome to participate at this school. Strongly agree/agree: 87% School keeps me well-informed about school activities. Strongly agree/agree: 89% Attended a general school meeting: 94% This school is a supportive and	Data from Survey: 10% increase in survey participation: Parents completing the WestEd California School Parent Survey (CSPS) District aggregate: Target = 394 parents completing 5% annual increase in parent engagement metrics: School actively seeks the input of parents before making important decisions. Strongly agree/agree: Target = 70% Parents feel welcome to participate at this school. Strongly agree/agree: Target = 82%	We saw a significant increase in parent participation in the CSPS, from 358 to 528 from years 1 and 2. However we did not meet the 10% increase goal for year 3, with only 302 parents completing the survey. We noted a decline of 15% for year 2 in parents feeling that the school actively seeks the input of parents before making important decisions, but that increased up to 63% in year three, below baseline but much closer. However, most of the metrics show a positive increase from the baseline responses. The Special Education metrics were not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Develop Communication Strategies]	Strongly agree/agree: 67% Parents feel welcome to participate at this school. Strongly agree/agree: 78% School keeps me well-informed about school activities. Strongly agree/agree: 82% Attended a general school meeting: 89% This school is a supportive and inviting place for students to learn. Strongly agree/agree: 79% This school is a safe place for my child. Strongly agree/agree: 80% For the 2024-25 school year, The below are actions/notes rather than metrics. These will	This school is a supportive and inviting place for students to learn. Strongly agree/agree: 76% This school is a safe place for my child. Strongly agree/agree: 80% _____ _____ Parents of students with IEPS: School actively seeks the input of parents: 11% strongly agree Parents of students with IEPS: Parents feel welcome to participate in this school: 23% strongly agree Parents of students with IEPS: Communication with parents about	inviting place for students to learn. Strongly agree/agree: 86% This school is a safe place for my child. Strongly agree/agree: 90% _____ _____ Parents of students with IEPS: School actively seeks the input of parents: 21% strongly agree Parents of students with IEPS: Parents feel welcome to participate in this school: 39% strongly agree Parents of students with IEPS: Communication with parents about school: 38% strongly agree"	School keeps me well-informed about school activities. Strongly agree/agree: Target = 86% Attended a general school meeting: Target = 93% This school is a supportive and inviting place for students to learn. Strongly agree/agree: Target = 83% This school is a safe place for my child. Strongly agree/agree: Target = 84%	in 2022-23, but will be added going forward. Difference from baseline: -56 parents completed the CSPS School actively seeks the input of parents before making important decisions. Strongly agree/agree: -4% Parents feel welcome to participate at this school. Strongly agree/agree: +9% School keeps me well-informed about school activities. Strongly agree/agree: +7% Attended a general school meeting: +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		be reflected in the Actions going forward. [Increase family Engagement Use emails, newsletters, social media, and the school website to reach parents and families. Language Accessibility: Ensure communications are available in multiple languages as needed. Consistent Messaging: Provide clear information about the importance of home-school connectedness and how parents can get involved. Increase Parent Involvement: Develop Professional Development that targets the following areas: Workshops and Events: Organize workshops, seminars, and family events to engage parents. Volunteer Opportunities: Promote volunteer opportunities within the school.	school: 31% strongly agree			This school is a supportive and inviting place for students to learn. Strongly agree/agree: +7% This school is a safe place for my child. Strongly agree/agree: +10% For parents with students with IEPS we see the following positive trend i the comparison between 2023-24 and 2024-25: School actively seeks the input of parents: +10% Parents feel welcome to participate in this school: +16% Communication with parents about school: +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parent-Teacher Associations: Strengthen the role of PTAs and other parent groups. Enhance Technology and Accessibility: Promote the use of online portals for parents to access student information and school updates. Virtual Meetings: Offer virtual meetings and webinars to accommodate parents' schedules and increase accessibility. Provide Support and Resources:]				
3.9	% enrollment of Student Engagement through Summer School Interventions Source: Summer School Attendance Data Receommndation: change just to enrollment	Final enrollment for SS 2023 estimated at: 451 Big Lift = 136 Summer STEAM =140 Immersion = 23 Credit Recovery = 88 High School PE, freshman, Algebra, Science =29 ESY & Summer Skills = 35	Final enrollment for SS 2024 estimated at: 545 Big Lift = 140 Summer STEAM = 165 Bridge Freshmen = 5 Credit Recovery = 132 High School PE, Algebra, Science = 19 ESY & Summer Skills = 34 ELOP = 50	Final enrollment for SS 2025 estimated at: 393 Big Lift = 130 Summer STEAM = 135 Bridge Freshmen = 9 Credit Recovery = 64 High School PE, Algebra, Science = 0 ESY & Summer Skills = 10 ELOP = 45	10% increased enrollment of Student Engagement through Summer School Interventions (500 Students)	In 2024, the summer school program saw an almost 20% rise in the number of students enrolled. Programs shifted with the addition of ELOP and elimination of Immersion. The freshman bridge was disaggregated from the HS program. There were significant increases in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Summer STEAM and Credit Recovery courses. The program was reduced in summer 2025 across all areas, with no in-person high school classes, with enrollment closer to the baseline year. Difference from baseline: Final enrollment: -58 Big Lift: -6 Summer STEAM: -5 Immersion: discontinued Credit Recovery: -24 High School PE, freshman, Algebra, Science: Discontinued ESY & Summer Skills: -25 ELOP: from 50-45: -5

Goal Analysis [2025-26]

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

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

Behavior was addressed by the continuation of PBIS and the expansion of District-wide Restorative Practices. The expansion and outreach of our SEL/Mental Health programs with Wellness Room at HMBHS and chill room at Cunha continues the work of our School and Mental Health counselors. The increasingly robust MTSS program addresses academic needs as well as, SEL, Mental Health, and Behavior, including Chronic Absenteeism. Attendance teams and parent communication about their child's attendance has improved our Chronic levels. The district continues with Differentiated Assistance and now also is eligible for Differentiated Targeted Assistance due to Chronic Absences, Math and ELA metrics, and college and career indicators.

WHOLE CHILD

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

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

Adjustments were made throughout the year to strategically align expenditures with identified student needs while maximizing available supplemental and grant funding sources. Although several actions reflected lower-than-planned expenditures, the district maintained—and in some cases expanded—services and supports for students through the strategic use of alternative funding streams, operational efficiencies, and coordinated resource alignment. These adjustments ensured continuity of services while maintaining the district’s commitment to providing increased and improved supports for unduplicated student populations.

Action 3.1 – Layers of Support Variance: $81,555 overspent. Planned expenditures of $137,000 resulted in estimated actuals of $218,555. The increased expenditures reflect a higher-than-anticipated demand for tiered intervention services, including expanded Multi-Tiered System of Supports (MTSS) coordination and additional academic and behavioral interventions for students with the greatest needs. These investments directly supported unduplicated pupils through enhanced instructional supports, intervention services, and targeted student assistance. Additionally, select Visual and Performing Arts (VAPA) expenditures were strategically aligned to LCAP funding sources to expand student access, engagement, and enrichment opportunities.

Action 3.2 – Social Emotional Support Variance: $511,069 underspent. Planned expenditures of $512,871 resulted in estimated actuals of $1,802. While expenditures under this action were substantially lower than initially projected, the district continued to provide social-emotional and behavioral supports through the strategic use of Mental Health funding and other grant-based resources that offset costs associated with

MTSS and mental health services. In addition, three newly hired counselors, totaling approximately $300,000, were reassigned and budgeted under Goal 2, Action 1, to better align counseling supports with districtwide academic and student wellness priorities. The variance also reflects the district's intentional decision to strategically restructure mental health service delivery during the 2024–2025 school year, rather than immediately backfilling the Mental Health Coordinator position. This approach allowed the district to evaluate and strengthen its overall model of student support, resulting in a more coordinated and sustainable framework. Throughout this transition, students experienced no reduction in access to counseling, behavioral, or mental health services, which were maintained and reinforced through robust site-based service coordination and grant-funded programming.

Action 3.3 – Family Engagement and Support Variance: $18,355 underspent. Planned expenditures of $38,000 resulted in estimated actuals of $19,645. The variance reflects fewer family engagement and community partnership events than originally anticipated due to scheduling conflicts and lower-than-expected participation rates. In response, the district is strengthening outreach efforts, refining communication strategies, and enhancing collaboration with community partners to increase family participation and engagement opportunities during the upcoming school year.

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

Our efforts to address Dashboard deficits in Math, ELA, Chronic Absenteeism, Suspension Rate, and College and Career have led to the district qualifying for Differentiated Assistance (DA) in the area of Pupil Achievement (LCFF Priority 4) due to performance in English Language Arts and Mathematics for English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. Cabrillo Unified also qualifies for DA under Outcomes in a Broad Course of Study (LCFF Priority 8) due to performance in the College and Career Indicator for English Learners, Long-Term English Learners, and Students with Disabilities. The district also qualifies for Differentiated Technical Assistance in the area of Pupil Engagement (LCFF Priority 5) due to Chronic Absenteeism for Long-Term English Learners and Socioeconomically Disadvantaged students.

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

We replaced the Panorama Survey with the CA School Parent Survey in the last two years

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Layers of Support	Continue student wellness strategies and monitor student outcome data to support the whole child	$137,000.00	No

Action #	Title	Description	Total Funds	Contributing
		3.1A | Expand on robust athletics and VAPA programs to create more diverse opportunities for student belonging (e.g., clubs) 3.1B | Utilize measurement and monitoring systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services 3.1C | Integrate thematic units incorporating culturally relevant lessons, Visual Arts and Performing Arts, Environmental Sustainability, STEM, and wellness supports into core curricula 3.1D | Promote nutrition, health education, and physical activity within the core curriculum 3.1E | Implement a PK-12th MTSS tiered plan of staff and student support providing standardized intervention strategies designed to enhance core instruction and serve student needs 3.1F | Engage in Plan-Do-Study-Act Cycles of Inquiry to review CHKS data and integrate into SPSA goals		
3.2	Social Emotional Support Provide services promoting social-emotional learning, mental health, and emotional support for students (LCAP and LREBG)	3.2 A Continue implementation of Positive Behavior Intervention Support (PBIS), Multi-Tiered System of Supports (MTSS), and Pyramid Framework for PK-12 (5.1) 3.2 B Implement evidence-based Social Emotional Learning (SEL) programs and curriculum in grades TK-12 to support student well-being 3.2 C Provide access to direct school-based mental health counseling programs that are evidence-based to help support student engagement and well-being (LCAP 4.1) 3.2 D Continue development and implementation of Behavior Intervention Plans (BIPs) for students identified as needing those services by Coordination of Services Teams (COST)	$512,871.00	No

Action #	Title	Description	Total Funds	Contributing
		3.2 E Maintain community partnerships to provide cost-effective resources that can help support students and families (LCAP 4.2) MOU being developed for Allcove mental health services as a school-linked service in the secondary schools 3.2 F Provide evidence-based SEL workshops to strengthen individual and community well-being (TK-12) The district-wide Restorative Justice/Practices program has developed community circles for the whole community and in classrooms, as well as training practitioners in RJ as an alternative to exclusionary discipline. LCAP and LREBG Action Research extensively validates this comprehensive approach to social-emotional support. Studies demonstrate that multi-tiered frameworks like PBIS and MTSS reduce disciplinary incidents by 20-60% while improving academic outcomes and school climate. Evidence-based SEL programs yield an average of 11 percentile points of improvement in academic achievement and significant reductions in behavioral problems. School-based mental health services show superior outcomes compared to external referrals, with students demonstrating greater treatment adherence and improved engagement. Individualized behavior interventions, when implemented systematically, reduce problematic behaviors by 80-90% while increasing positive outcomes. Community partnerships enhance effectiveness and sustainability, while family and community SEL capacity building create reinforcing environments that strengthen and sustain student behavioral improvements over time. Metric being used to monitor the action: Metric 3.2 LREBG Funds supporting this action: $455,871 per year through 2027–28		
3.3	Family Engagement and Support: Provide culturally competent resources to students and families by	3.3A Provide family engagement support to help families prioritize student attendance and support academic progress 3.3B Maintain participation with family organizations (e.g., ELAC, DELAC, PTO, SIPA, SSC, et cetera) and initiate DEI Committee to advise on the process	$38,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	strengthening community partnerships	3.3C Develop a communication plan for regular family engagement activities at district and school sites to foster positive relationships for staff and families 3.3D Expand case management strategy with an emphasis on parent/family education and support 3.3 E Increase parent/family training on College and Career student pathways (e.g., A-G graduation pathway, CUSD graduation pathway, dual enrollment, and concurrent enrollment) 3.3 F Develop a home visit protocol as part of standard student intervention processes		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Cabrillo Unified School District (CUSD) developed Goal 4: District Sustainability to ensure that the district can effectively support student success through responsible stewardship of its financial, human, and physical resources. Analysis of enrollment trends, operational data, facilities needs, and stakeholder feedback demonstrated the importance of aligning staffing, programs, and resources with current and projected student needs while maintaining high-quality educational opportunities. This goal reflects the district's commitment to long-term sustainability and strategic planning in support of its mission and vision.

Educational partner engagement and district data also highlighted the strong connection between positive school climate, student well-being, and academic achievement. Analysis of behavioral data, attendance trends, social-emotional learning indicators, wellness checks, and surveys of students, families, teachers, and staff identified the need to strengthen systems that promote engagement, belonging, and supportive learning environments. Stakeholders consistently emphasized that improving school climate and student wellness is essential to reducing chronic absenteeism, disciplinary incidents, and barriers to learning.

Goal 4 was therefore developed to establish a data-informed framework for continuously monitoring operational effectiveness, school climate, and the social-emotional well-being of students and staff. By regularly analyzing engagement, behavioral, and wellness data alongside resource and enrollment trends, the district will evaluate progress, refine strategies, and ensure that services remain sustainable, equitable, and responsive to the needs of its schools and community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of 5th, 8th, and 12th grade students at proficiency or above on the CAASPP CAST scores	2022-2023 Data 5th Grade 28% 8th Grade 24% 12th Grade 21% source: CAASPP CAST Data	2023-2024 Data 5th Grade 30% 8th Grade 29% 12th Grade 27% source: CAASPP CAST Data	2024-2025 Data 5th Grade 30% 8th Grade 31% 11th Grade 14% The CAST was administered to 11th graders only during the 2024-25 school year source: CAASPP CAST Data	2026-2027 5th Grade 38% 8th Grade 34% 12th Grade 31% source: CAASPP CAST Data	2024-2025 Data 5th Grade +2% 8th Grade +7% 12th Grade -6% Now reporting 11th Grade students source: CAASPP CAST Data
4.2	Meet its legally required minimum three percent (3%) reserve for economic uncertainties ensuring positive certifications	2023-2024 Data 7% reserve	2024-2025 Data 3% reserve	2025-2026 Data 10% reserve	2026-2027 Data Maintain a minimum of 3% reserve yearly	2025-2026 Data The current difference from the baseline is 3% Increase
4.3	% of diverse teaching staff by 3% and % of teachers participating in professional development towards career advancement	2023-2024 Data Increase the percentage of diverse teaching staff by 3%, and increase the percentage of teachers participating in professional development towards career advancement by 3%	2023-2024 Data Increase the percentage of diverse teaching staff | 3% Increase the percentage of teachers participating in professional development	2025-2026 Data Increase the percentage of diverse teaching staff | 3% Increase the percentage of teachers participating in professional development towards career advancement | 3%	2026-2027 Data Increase the percentage of diverse teaching staff by 3%, and increase the percentage of teachers participating in professional development towards career	2025-2026Data Increase the percentage of diverse teaching staff | 3% Increase the percentage of teachers participating in professional development

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			towards career advancement | 3%		advancement by 3% Sunsetting this Metric	towards career advancement | 3% Sunsetting this Metric
4.4	All schools will rate "Good" on the FIT report	2023 FIT reports as included in the 2023 School Accountability Report Cards (SARC): 3 out of 7 schools scored "Good" on the FIT report https://www.cabrillo.k12.ca.us/cms/one.aspx?portalId=18665063&pageId=18819745	2023 FIT reports as included in the 2023 School Accountability Report Cards (SARC): 3 out of 7 schools scored "Good" on the FIT report https://www.cabrillo.k12.ca.us/cms/one.aspx?portalId=18665063&pageId=18819745	2025 FIT reports as included in the 2024/25 School Accountability Report Cards (SARC): 5 schools scored "Good" and 2 scores 'exemplary' out of 7 on the FIT report https://www.cabrillo.k12.ca.us/cms/one.aspx?portalId=18665063&pageId=18819745	7 out of 7 sites will rate "Good" on the FIT report in the Data: 2026-27 School Accountability Report Cards (SARC)	2025 FIT reports as included in the 2025 School Accountability Report Cards (SARC): An Increase of 4 schools scored "Good" or exemplary on the FIT for the 2025/2026 school year. Data: 2026-27 School Accountability Report Cards (SARC)
4.5	% of CUSD teachers appropriately assigned and fully credentials in the subject area and for the students they are teaching	83% of teachers are considered Highly Qualified DATA SOURCE: CA Department of Education | Data Quest 2022-2023 School Year - Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Report	83% of teachers are considered Highly Qualified DATA SOURCE: Due to CDE being unable to update the Data, we will use our own CUSD data to determine if staff is highly qualified.	87.4% of teachers are considered highly qualified	86% of teachers will be considered Highly Qualified DATA SOURCE: CUSD Data	4.4% increase for teachers considered Highly Qualified DATA SOURCE: CUSD Internal Human Resources data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials	2022-2023 Data 100% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials	2022-2023 Data 100% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials	2024-2025 Data 100% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials	2025-2026 Data 100% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials	2024-2025 Data 100% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials On Target
4.7	Energy and water cost	2022-2023 Energy and Water Cost Total energy costs =$808,348.07 Total water costs =$109,627.76 TOTAL Energy & Water Cost=$917,975.83. source: Energy costs come from PG&E Gas costs come from SPURR Water costs come from Coastside County Water District, Montara Sanitary District, and	2023-2024 Energy and Water Cost Total energy costs =693,534.65 Total water costs = $120,217.92 TOTAL Energy & Water Cost=$813,752.57 source: Energy costs come from PG&E Gas costs come from SPURR Water costs come from Coastside County Water	2024-2025: Energy and Water Cost Total energy costs = $558,455.81 Total water costs = $166,612.70 TOTAL Energy & Water Cost = $725,068.51 source: Energy costs come from PG&E Gas costs come from SPURR Water costs come from Coastside County Water	Costs from energy and water savings will decrease by 10% lower than baseline data	2024-2025 Data comparison to baseline: Total Energy Cost: -$249,892.26 Total Water Cost: +$56,984.94 TOTAL Combined: -$192,907.32 Status: On Target (Exceeding 10% reduction goal) Data Source: PG&E, SPURR, and local Water Districts

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

Goal Analysis [2025-26]

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

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

Overall Implementation
During Year 2, Cabrillo Unified School District successfully implemented the actions under Goal 4 with high fidelity. The district maintained strong alignment between budgeted expenditures and actual implementation, with most variances stemming from operational efficiencies and strategic fiscal management. These actions collectively strengthened the district's foundational conditions, ensuring safe facilities, qualified staff, and fiscal solvency.

Successes and Implementation Highlights

Early Target Attainment (Facilities): A primary success was the rapid improvement of campus conditions. The district moved from only 3 schools at "Good" or higher at baseline to 100% of schools (7 out of 7) in Year 2. This was achieved through a prioritized maintenance schedule and targeted use of facility funds.

Workforce Stabilization and Strategic Recruitment: Despite a highly competitive labor market, the district's focused recruitment and retention initiatives resulted in 87.4% of teaching staff being appropriately assigned and fully credentialed—exceeding the Year 3 target of 86%. To sustain this progress, the district has successfully implemented a "grow-your-own" strategy by prioritizing recruitment from within the local community and establishing formal pipelines with university partners to develop and secure a future-ready educator workforce.

Instructional Foundations: The district maintained its commitment to basic conditions by ensuring 100% student access to standards-aligned materials and seeing notable growth in science proficiency, particularly in 8th grade (a 7% increase from baseline).

Operational Savings: The district achieved a significant 21% overall reduction ($192,907) in utility costs compared to the baseline, driven by a highly effective energy management strategy.

Substantive Differences and Challenges

Fiscal Strategy vs. Expenditure: A substantive difference between planned and actual expenditures occurred in the district's reserve management. By practicing conservative spending and capturing operational efficiencies, the district increased its reserve from 7% at

baseline to 10% in Year 2 (3% percent difference). While this resulted in some underspending in non-critical operational areas, it was a strategic shift to ensure long-term fiscal solvency and positive certification status.

Utility Cost Volatility: A key challenge was the external fluctuation of utility rates. While energy-saving actions were highly effective (reducing costs by 30.9%), they were partially offset by a 52% ($56,985) increase in water costs due to local rate hikes. This did not represent a service change but rather a change in external cost factors.

Assessment Transitions: In Metric 4.1 (Science), the district encountered a challenge in longitudinal data tracking due to the shift in testing 11th-grade students rather than 12th-grade students. However, the district successfully adapted its monitoring to ensure science achievement remained a priority.

Expenditure Analysis
Overall, material differences between budgeted and estimated actual expenditures in Year 2 were the result of operational efficiencies rather than a reduction in services to students. The district successfully leveraged its resources to exceed baseline performance across nearly all Goal 4 metrics while simultaneously strengthening its financial reserve, ensuring that the basic conditions for learning are both high-quality and sustainable.

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

Action 4.1 – Environmental Sustainability
Variance: $348,197 overspent

Planned expenditures of $2,211,000 resulted in estimated actual expenditures of $2,559,197. The increased expenditures reflect the accelerated completion of sustainability infrastructure projects, including energy-efficiency upgrades, facilities improvements, and campus maintenance projects designed to support safe, clean, and environmentally sustainable learning environments.

Additionally, several contracted service providers experienced increased operational and service costs during the year, which contributed to higher-than-anticipated expenditures. The district also incurred unexpected maintenance and safety-related expenses associated with maintaining clean and orderly campuses, including emergency responses to hazardous and falling trees that posed safety concerns for students and staff. These unforeseen facility and grounds-related costs were necessary to ensure safe school environments and continuity of operations across district sites.

While expenditures exceeded original projections, many costs were partially offset through grant funding opportunities and are expected to contribute to long-term operational efficiencies and sustainability savings. The district maintains that these investments remain aligned with its multi-year environmental sustainability and facilities improvement goals.

Action 4.2 – Fiscal Sustainability
Variance: $5,315 underspent

Planned expenditures of $15,000 resulted in estimated actual expenditures of $9,685. Minor underspending reflects lower-than-anticipated costs associated with contracted consultancy and fiscal planning services during the year. Despite the variance, the district successfully maintained its legally required 3% reserve for economic uncertainties and continued implementation of fiscal stabilization and long-range budgeting strategies. The district anticipates full implementation of remaining fiscal planning activities in the coming year as part of its multi-year budget development process.

Action 4.3 – Employee Sustainability
Variance: $144,832 underspent

Planned expenditures of $235,000 resulted in estimated actual expenditures of $90,168. The variance was primarily attributable to delays in implementing recruitment and retention initiatives, including postponed professional development activities at the beginning of the academic year, fewer contracted coaching and mentoring services, and unfilled positions designated to support Human Resources operations and employee development efforts.

In addition, several professional development opportunities and employee support initiatives were funded through alternative unrestricted and one-time funding sources, which reduced the need to utilize the full amount of LCAP-allocated funds under this action. This strategic leveraging of available funding sources allowed the district to continue supporting staff growth and retention efforts while preserving supplemental resources for other priority areas.

Cabrillo Unified School District remains committed to strengthening employee sustainability systems, including recruitment, retention, mentorship, professional growth opportunities, and efforts to diversify and stabilize the district's workforce pipeline.

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

Highly Effective Actions
Fiscal Sustainability and Resource Management:
Fiscal management strategies were exceptionally effective. The district increased its reserve from a 7% baseline to 10% in Year 2, significantly exceeding the legally required 3% minimum. This represents strong fiscal stewardship and provides a robust cushion for long-term stability while still allowing for the delivery of essential student services.

Facility Improvements and Learning Environments:
The district's facility maintenance program achieved its ultimate goal early. The number of schools rated "Good" or higher on the Facilities Inspection Tool (FIT) increased from 3 out of 7 schools at baseline to 100% of schools (7 out of 7) in Year 2. With 5 schools rated "Good" and 2 rated "Exemplary," the district has successfully standardized high-quality learning environments across all sites.

Operational Efficiency and Utility Cost Management:
Operational efficiency efforts were highly successful, resulting in a 21% overall reduction ($192,907) in total utility expenditures compared to the baseline—more than double the 10% reduction goal. While water costs rose by 52% due to external rate increases, aggressive energy-saving measures led to a 30.9% ($249,892) decrease in energy costs, proving that the district's sustainability initiatives are yielding significant fiscal returns.

Staffing and Credentialing Efforts:
Recruitment and retention efforts showed clear upward momentum. The percentage of appropriately assigned and fully credentialed teachers increased from 83% at baseline to 87.4%, already surpassing the Year 3 target of 86%. This indicates that the district's focus on professional growth and teacher support is successfully stabilizing the workforce.

Instructional Materials:
The district maintained 100% student access to standards-aligned instructional materials. This consistent performance confirms that the systems in place for curriculum adoption and distribution are fully effective.

Actions Showing Progress (Moderately Effective)
Science Achievement (CAASPP CAST):
Science outcomes showed positive growth, though at a more moderate pace than facility or fiscal metrics. 5th-grade proficiency rose from 28% to 30%, and 8th-grade proficiency showed a strong jump from 24% to 31%. At the High School level, comparisons are complicated by the shift in testing 11th graders rather than 12th; however, the available data (31% proficiency) suggests a positive trend compared to the 21% baseline. These gains suggest that the integration of environmental literacy and science curriculum is working, though there is still room for growth to reach higher proficiency tiers.

Areas Requiring Continued Focus
Addressing Rising Water Costs:
Despite the massive savings in energy, the 52% increase in water costs highlights a need for continued partnership with local water districts and potential investment in water-saving infrastructure or landscaping to mitigate future rate hikes.

Secondary Science Performance:
While 8th-grade scores improved significantly, the district will continue to focus on science achievement at the secondary level to ensure that the gains seen in middle school translate to consistent proficiency in high school, especially as data reporting for the CAST stabilizes.

Overall Assessment
Overall, Goal 4 actions in Year 2 were highly effective. The district has not only maintained the basic conditions of learning but has significantly improved its financial position and the physical state of its schools. By exceeding targets in reserves, teacher credentialing, and facility ratings, the district is now well-positioned to pivot from "improving conditions" to "sustaining excellence."

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

Based on a comprehensive review of Year 2 data and implementation outcomes, Cabrillo Unified School District has refined its Goal 4 actions. These changes reflect a strategic shift from establishing basic conditions to sustaining excellence, particularly in areas where three-year targets have already been met or exceeded.

Shift to Proactive Facility Stewardship
Having achieved the Year 3 target a year early—moving from only 3 schools at "Good" or higher to 100% of sites (7 out of 7) in Year 2—the district is transitioning its focus. Actions for the coming year will shift from "targeted improvements" to a Proactive Facility Stewardship Model. This involves institutionalizing preventative maintenance schedules and long-term capital planning to ensure that the 5 "Good" and 2 "Exemplary" ratings are maintained and that no facilities regress.

Strategic Fiscal Stabilization and Reserve Management
With the successful increase of the district reserve to 10% (up from the 7% baseline and significantly above the 3% legal minimum), the district will refine its fiscal actions to focus on long-term stabilization. For the coming year, the district will integrate more sophisticated multi-year forecasting and enrollment-aligned expenditure tracking. This ensures that the fiscal health achieved in Year 2 is used to protect student programs against future economic volatility.

Goal 4.3, which targeted a 3% increase in diverse teaching staff and tracked teacher participation in professional development toward career advancement, is being sunset after the 2024-25 LCAP cycle. Due to limitations in data tracking over the past three years, consistent and reliable progress could not be measured. However, Cabrillo Unified's HR team is actively working to address this need through a "Grow Our Own" pipeline initiative, which will be reflected in future LCAP goals as the program develops and data systems are established to track progress effectively.

Workforce Stabilization and Retention
The district has already exceeded its Year 3 target of 86% for appropriately assigned teachers, reaching 87.4% in Year 2. Consequently, the district is refining its staffing actions to place a heavier emphasis on retention and specialized support. Moving forward, actions will include enhanced onboarding for new educators and professional development tracks designed to maintain these high credentialing rates and further increase the diversity of the teaching staff.

Optimization of Operational and Resource Efficiency
While the district achieved a 21% overall reduction in utility costs, Year 2 reflections identified a disparity between energy savings (30.9% reduction) and rising water costs (52% increase). In response, the district will modify its operational actions to specifically target water conservation and rate mitigation strategies. This includes exploring more efficient irrigation and plumbing systems to offset external rate hikes and maintain the downward trend in total operational expenditures.

Refinement of Data Monitoring Systems
To ensure continued progress, the district will enhance its internal data reporting cycles. Rather than annual reviews, the district will implement quarterly monitoring of facility conditions (via FIT mid-year checks), staffing assignments, and utility consumption. This "real-time" data approach will allow for more agile adjustments to actions throughout the school year.

Summary of Changes
The primary change to Goal 4 is a pivot from corrective action to systemic maintenance. By reaching key benchmarks in facility quality, teacher credentialing, and fiscal reserves ahead of the three-year timeline, the district is now focused on the sustainability of these improvements to ensure a consistent, high-quality learning environment for all students.reflection on prior implementation.

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

Actions

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,917,380	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.377%	0.000%	$0.00	6.377%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** College and Career (LCAP and LREBG) **Need:** Improve College and Career awareness, readiness, and attainment for Foster Youth (FY), English Learners (EL), and Low Income (LI) students. The California School Dashboard data for College and Career readiness and graduation indicators shows overall improvement in graduation rates, while	By strengthening instructional pedagogy across all classrooms, the district will improve academic outcomes for unduplicated students (English Learners, Low Income students, and Foster Youth) while simultaneously benefiting all learners. High-quality Tier 1 instruction, paired with targeted Tier 2 and Tier 3 interventions, ensures that students receive the appropriate level of support needed to accelerate academic growth and increase access to college and career pathways.	1.1 The % of high school students in 12th grade completing UC/CSU "a-g" requirements and CA Dashboard College and Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	continued and widening disparities remain in UC/CSU eligibility and college and career preparedness for unduplicated student groups. The data indicates that while the district continues to meet the standard for providing a broad course of study, there are persistent equity gaps in ensuring that all students—particularly English Learners (EL), Low Income (LI), and Foster Youth (FY)—are fully accessing and successfully completing the coursework necessary for postsecondary readiness. In particular, UC/CSU eligibility data shows a decline overall, signaling that increased graduation rates are not consistently translating into completion of A–G requirements. These disparities are most evident when comparing outcomes for English Learners and Low Income students against districtwide and subgroup peers. While graduation rates have improved across all groups, access to rigorous coursework and successful completion of UC/CSU-aligned pathways continues to lag for unduplicated students. ********** 5-Year Graduation Rates 2025 (Source: California School Dashboard, Access to a Broad Course of Study): All Students: 92.3% White: 92.9% Low Income: 89% English Learners: 76.3%	This work is grounded in a comprehensive, data-driven system that identifies and addresses root causes impacting student achievement and graduation outcomes, rather than solely responding to surface-level indicators such as attendance, truancy, or course failure. Through this approach, the district will strengthen early identification systems, monitor academic and language progress in real time, and ensure timely interventions that prevent students from falling behind. Professional development focused on credit deficiency, chronic course failure, and barriers to equitable access to coursework will further equip staff to proactively support student success and improve course completion rates. District Leaders and site leaders will collaborate to ensure that professional development is planned for the next year and aligned to meet the needs of our unduplicated students (English Learners, Low Income students, and Foster Youth) with a focus on open mindset and high expectations and success in college and career readiness. For English Learners, a structured data system ensures that language acquisition is monitored continuously so that language development does not become a barrier to academic achievement. Site administrators and the ELD TOSA will conduct regular data reviews using ELPAC results, classroom-based language assessments, and progress monitoring tools to identify students at risk of falling behind in language development. This data will be reviewed collaboratively during monthly ELD data meetings with site leaders and	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth: No data 5-Year Cohort/Graduates Meeting UC/CSU Requirements 2025 (Source: CALPADS): All Students: 43.5% White: 49% Low Income: 29% English Learners: 6% Foster Youth: No data College and Career 2025 (Source: California School Dashboard): All Students prepared: 42.6% White: 67.3% English Learners prepared: 2.8% Low Income prepared: 19% Foster Youth: No data ********** Analysis of the Data: 2023-2025 District graduation rates have improved significantly from 86.2% in 2023 to 92.3% in 2025, with gains observed across all student groups, including Low Income and English Learners. These improvements indicate that more students are successfully completing high school and meeting graduation requirements.	teachers to inform instructional decisions and adjust language supports in a timely manner. Research shows that early and consistent intervention in both literacy and language development will allow students to remain engaged in grade-level content while receiving targeted language supports aligned to their needs. Classroom teachers, supported by the ELD TOSA and instructional aides, will deliver differentiated Designated and Integrated ELD instruction daily, ensuring that language development is embedded within core content rather than addressed in isolation. Tier 2 and Tier 3 interventions will be assigned based on data, with intervention specialists and teachers providing small-group and individualized language and literacy supports to students who need additional assistance. This approach promotes access rather than remediation after failure has occurred. The ELD TOSA and site leaders will work collaboratively with teaching staff through coaching, classroom observations, and professional development to ensure that Designated and Integrated ELD is consistently implemented in all classrooms serving English Learners. For low-income students, removing structural and economic barriers to academic participation is essential to increasing engagement, on-time graduation, and postsecondary readiness. Early academic intervention and sustained support in foundational skills will help ensure equitable access to rigorous coursework and opportunities for advancement, reinforcing students' belief in their capacity to succeed.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	However, UC/CSU eligibility data reflects a decline in overall performance, decreasing from 48.5% to 43.5% districtwide. White students also declined significantly from 61.7% to 49%, while Low Income students remained relatively stable and English Learners showed a slight increase. This suggests that although more students are graduating, fewer are completing the A–G sequence required for UC/CSU eligibility. College and Career readiness outcomes increased districtwide from 31.7% to 42.6%, with the largest gains among White students. However, English Learners and Low Income students remain significantly below district averages, indicating persistent access and opportunity gaps in college and career pathways. While the district continues to meet the “Broad Course of Study” standard, the data suggests that access alone is not sufficient to ensure equitable outcomes. The widening gap between graduation rates and UC/CSU eligibility highlights the need for stronger alignment between coursework, academic supports, and A–G completion pathways. These findings underscore the continued need for targeted and intensive interventions for Foster Youth, English Learners, and Low Income students. Interventions should focus on increasing access to and successful completion of A–G coursework, strengthening	Across all student groups, the implementation of a strong Multi-Tiered System of Supports (MTSS), combined with ongoing professional learning in equity, cultural competency, and implicit bias, will ensure that instruction and intervention systems are responsive, flexible, and student-centered. This systemic approach strengthens the district’s ability to meet students where they are and support them toward graduation and postsecondary success. These actions are implemented on an LEA-wide basis because all schools serve unduplicated student populations and require consistent systems of support, instructional expectations, and intervention frameworks. Early investments in foundational skills and sustained academic support from early grades through high school ensure that students build the confidence, skills, and readiness necessary for college, career, and life success. CUSD believes that these investments in targeted subgroups to improve College and Career Readiness is the most effective use of LCAP and LREBG funds. As a result of these actions, English Learners, Foster Youth, and Low Income students are expected to demonstrate increased graduation rates, improved academic performance, and greater readiness for postsecondary pathways, supported by a learning environment where students are seen, valued, and equipped to succeed.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	credit recovery systems, and ensuring early identification and support for students at risk of not meeting UC/CSU eligibility requirements. Continued focus on these areas will ensure that improved graduation rates translate into meaningful college and career readiness outcomes for all student groups. **Scope:** LEA-wide		
1.2	**Action:** Early Literacy **Need:** Early Literacy: Expand early literacy efforts for broader academic readiness The CAASPP data for English Language Arts (ELA) in 2024/2025 highlights significant gaps in early literacy performance among English Learners (EL), low-income (LI), and foster youth (FY) students compared to their peers, particularly when contrasted with the performance of White students and the general student population. This data highlights the urgency needed to target interventions to address these literacy gaps. ********** * All Students: (CAASPP DATA Proficient and Above for ELA 2024/2025)	By strengthening instructional pedagogy and implementing evidence-based teaching practices, Cabrillo Unified School District will increase access to high-quality instruction that specifically supports the needs of our unduplicated student groups, English Learners (EL), Low-Income (LI) students, and Foster Youth (FY) while benefiting all learners. Research consistently demonstrates that strong early literacy instruction is one of the most effective strategies for improving long-term academic outcomes. District data indicate persistent achievement gaps among these student groups, particularly in foundational literacy skills. Therefore, investing in early literacy initiatives, professional learning, and targeted instructional supports represents the most effective use of supplemental and concentration funds to address identified needs, accelerate student achievement, and ensure equitable access to grade-level learning opportunities for all students. ********** Action Plan to Address Identified Needs:	Metric 1.2 The % of K-3rd grade students demonstrating proficiency on the Dibels 8th Assessment.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*3rd Grade: 41% *7th Grade: 40% *11th Grade: 35% Socioeconomically Disadvantaged (LI): *3rd Grade: 19% *7th Grade: 17% *11th Grade: 17% English Learners (EL): *3rd Grade: 2% *7th Grade: 0% *11th Grade: 8% Foster Youth: No Data because we had no Foster Youth students to report Analysis of the Data: The 2024/2025 CAASPP ELA data indicate that All Students demonstrate relatively stable proficiency across grade levels, with 3rd grade at 41%, 7th grade at 40%, and 11th grade at 35%. While overall performance remains fairly consistent, a gradual decline is evident at the secondary level, particularly by 11th grade. English Learners (EL) continue to demonstrate the most significant performance gaps compared to their peers. EL students are performing at 2% in 3rd grade, 0% in 7th grade, and 8% in 11th grade, compared to All Students at 41%, 40%, and 35%, respectively. The most critical gap is evident in 7th grade, where EL students show 0% proficiency,	********** 1.Targeted Early Literacy Programs: Implement programs designed to address learning gaps for EL, LI, and FY students. Include differentiated instruction, early literacy interventions, and evidence-based strategies to support foundational literacy skills. Create a targeted literacy block in elementary schools, incorporating the components of the Science of Reading. 2. Intentional Strategies: Prioritize intensive small-group and one-on-one tutoring sessions for EL, FY, and LI students. (Hire reading intervention specialists and ELD TOSAs to support this work.) Provide professional development for teachers focused on effective early literacy teaching strategies for these subgroups. (Strengthen Tier 1 Intervention.) Implement family engagement programs to support literacy development at home, especially targeting families of EL, FY, and LI students. Allocate resources to support the work needed for these identified subgroups. ********** Action Priority and Support: ********** Close the Achievement Gap:	

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	indicating a severe need for intensified early literacy and ongoing language development supports that extend beyond the elementary grades into middle and high school. Socioeconomically Disadvantaged (Low Income) students also demonstrate persistent achievement gaps. LI students perform at 19% in 3rd grade, 17% in 7th grade, and 17% in 11th grade, compared to All Students at 41%, 40%, and 35%. The largest gap is in 3rd grade, where LI students are 22 percentage points below their peers, indicating that foundational literacy skills are not being fully developed in the early grades and that these gaps remain relatively consistent through high school. English Learners and Low Income students both show a pattern of early and sustained underperformance in ELA, suggesting that current instructional supports and intervention systems are not yet sufficient to close foundational literacy gaps. These trends highlight the need for stronger alignment between early literacy instruction, targeted intervention systems, and consistent progress monitoring across grade levels. These disparities underscore the urgent need to strengthen Tier 1 instruction in early literacy, while also expanding targeted Tier 2 and Tier 3 interventions that are responsive to language development and skill acquisition needs. Ensuring that interventions are timely, data-driven, and sustained across grade	Provide the necessary support to close the achievement gap for EL, FY, and LI students. Implement data chats/circles to target specific areas of need for these subgroups. Allocate additional resources and specialized staff to schools with high populations of EL, FY, and LI students. Monitor progress through regular assessments and data analysis focused on these subgroups to ensure targeted interventions are effective. Consistency in Early Literacy Instruction: Ensure consistency in early literacy instruction and access to resources across all schools.Benefit all students while providing extra support where needed. Efficient use of resources and implementation of best practices across the district. To Address Academic Disparities, we will effectively use our supplemental funds to address the most significant academic disparities identified in the data, ensuring targeted support for EL, FY, and LI students. Our main goal is to improve early literacy skills, foundational for future academic success, maximizing the long-term impact of these funds. We believe this is the best use of funds for our EL, FY, and LI students because by implementing these targeted early literacy actions, Cabrillo	

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	spans is critical to improving long-term academic outcomes. EL Students: Continue to demonstrate significantly lower proficiency across all grade levels, with particularly critical needs in middle school where proficiency drops to 0%, indicating a need for stronger language acquisition supports and earlier intervention. LI Students: Show consistent underperformance across all grade levels, with the largest gap in early elementary grades, suggesting that foundational literacy support must begin earlier and be more consistently reinforced. Foster Youth Students: No data is available due to the absence of reported Foster Youth students. The data clearly indicate that English Learners and Low Income students remain significantly behind their peers in ELA proficiency across all tested grade levels. Without targeted, sustained intervention beginning in the early grades and continuing through secondary school, these gaps are likely to persist and impact graduation readiness and postsecondary access. To address these disparities, Cabrillo Unified School District will continue to strengthen early literacy instruction, expand data-driven intervention systems, and ensure that EL and LI students receive timely, differentiated	Unified School District aims to foster an inclusive and supportive learning environment that addresses the specific needs of our diverse student population. As previously mentioned, the professional development provided for these best practices will naturally support all students. Lead to better overall academic performance. Reduce the achievement gap between EL, FY, and LI students compared to their peers. Increase student engagement and confidence in academic abilities, leading to higher retention and graduation rates.	

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	support aligned to their specific academic and language development needs. **Scope:** LEA-wide		
1.3	**Action:** Culturally Responsive Classrooms **Need:** Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students ********** All Students: (CAASPP DATA Proficient and Above for ELA 2024/2025) *3rd Grade: 41% *7th Grade: 40% *11th Grade: 35% English Learners (EL): *3rd Grade: 2% *7th Grade: 0% *11th Grade: 8% Socioeconomically Disadvantaged (LI): *3rd Grade: 19% *7th Grade: 17% *11th Grade: 17% Foster Youth:	By strengthening instructional practices that support our unduplicated students (English Learners (EL/LTEL), Low income (LI), and foster youth (FY)), we can improve academic achievement for all students through the implementation of best practices that benefit all learners. These funds are the most effective use and are principally directed toward meeting the needs of English Learners, Foster Youth, and Low-Income students through the implementation of Tier 1, Tier 2, and Tier 3 supports and interventions that promote culturally responsive learning environments and equitable access to high-quality instruction. Research demonstrates that culturally responsive practices improve engagement and academic outcomes, particularly for unduplicated pupils. The following sub-actions are provided on an LEA-wide basis because all district schools serve unduplicated students, and these services are designed to effectively address their identified needs while benefiting all learners. ********** *	Metric 1.3 The % of 3rd, 7th, and 11th grade student at proficient or above on the CAASPP ELA/Math

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	No Data because we had no Foster Youth students to report California Dashboard English Learner Progress Key Findings: Key Recommendations and Achievement Gap Analysis: The CAASPP data reveal critical disparities that highlight the urgent need for culturally responsive instruction. With English Learners showing 0% proficiency in grades 7 and 11 and socioeconomically disadvantaged students declining from 32% to 18% proficiency, current instructional approaches may inadvertently marginalize students' cultural and linguistic assets. The consistent performance of the general population (41-46%) alongside the dramatic underperformance of specific subgroups suggests that instruction lacks cultural alignment with diverse learners' needs. Key recommendations include integrating students' cultural assets into academic instruction, implementing comprehensive academic language development that builds on home languages, and establishing culturally sustaining assessment practices that allow multiple demonstrations of learning. Opportunities for Growth: Significant opportunities exist to transform these	Addressing Targeted Needs Through Schoolwide Implementation: The 2024/2025 CAASPP data reveal persistent achievement disparities that necessitate a comprehensive, schoolwide approach to culturally responsive instruction. English Learners continue to demonstrate critically low proficiency rates (2% in grade 3, 0% in grade 7, and 8% in grade 11), while Socioeconomically Disadvantaged students show declines across grade levels (from 32% to 19% in grade 3, 27% to 17% in grade 7, and 18% to 17% in grade 11). These trends indicate a need to strengthen instructional practices that are responsive to students' cultural and linguistic backgrounds. In response, the district is implementing schoolwide strategies designed to ensure equitable access to high-quality instruction for all students. A schoolwide approach is necessary because these achievement gaps are rooted in systemic instructional practices that impact all learning environments. Key actions include ongoing professional development in cultural competence and implicit bias, integration of diverse perspectives and community knowledge into core curriculum, targeted academic language development across content areas, and the use of inclusive assessment practices that provide multiple opportunities for students to demonstrate learning. While these strategies are LEA-wide and affect all students, EL/LTEL and LI students can benefit disproportionately from initiatives that increase engagement and work against bias, and increase	

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	achievement patterns through professional development in cultural competence that will helps educators examine biases and develop culturally sustaining pedagogy. Creating a community-centered curriculum that incorporates family and community expertise while maintaining high academic standards can validate students' cultural wealth. Additionally, establishing authentic family and community partnerships as co-educators, along with amplifying student voice in curriculum and instructional decisions, can create learning environments where all students' cultural and linguistic assets are valued and leveraged for academic success. These approaches represent pathways to prevent achievement gaps through culturally responsive initial instruction rather than requiring increasingly intensive interventions over time. New data is belowAll Students: **Scope:** LEA-wide	academic language development, and make use of inclusive assessment practices. The district will continue to plan professional development that leverages cultural competence and language development, academic and social, within the new framework of increased in-service days negotiated into the 2026-27 calendar. Opportunities for Sustained Growth: The district has a significant opportunity to improve outcomes through the consistent and intentional implementation of culturally responsive practices across all schools. Strengthening partnerships with families and communities as active contributors to the educational process, incorporating student voice into instructional planning, and developing curriculum that reflects students' identities and experiences will enhance engagement and relevance while maintaining high academic expectations. This coordinated, schoolwide approach promotes consistency in instructional practices, reduces reliance on isolated interventions, and builds collective capacity among educators. By embedding culturally responsive instruction into the core of teaching and learning, the district is establishing sustainable systems that support academic success for all students while narrowing achievement gaps over time.	
2.1	**Action:** Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	By strengthening instructional pedagogy and implementing evidence-based practices, Cabrillo Unified School District aims to systematically elevate academic achievement for all students, with a dedicated emphasis on our unduplicated	Metric 2.1 CAASPP Assessments data in ELA and Math, ELPAC, and RFEP rates

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	Need: Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction. ********** ENGLISH LANGUAGE ARTS | CAASPP Proficient and Above 2024-2025 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 41% 7th - 40% 11th - 35% ENGLISH LEARNERS (EL) 3rd - 2% 7th - 0% 11th - 8% SOCIOECONOMICALLY DISADVANTAGED (LI) 3rd - 19% 7th - 17% 11th -17% Foster Youth (FY): No Data because we had no Foster Youth students to report Chronic Absentee Data (CA Dashboard)	student populations, including English Learners including Long-Term English Learners (LTELs), low-income students, and foster youth. Ensuring access to high-quality, rigorous instruction serves as a foundational benefit for all learners, and these targeted investments are strategically designed to guarantee equity and access across all campus sites. The district maintains that this comprehensive approach represents the most effective and fiscally responsible utilization of funds to support our unduplicated student groups, as the scheduled actions directly address their distinct needs through a structured Multi-Tiered System of Supports (MTSS) framework. By utilizing this data-driven model, the district will deliver synchronized Tier 1 universal, Tier 2 targeted, and Tier 3 intensive interventions specifically designed to maximize academic success, close persistent opportunity gaps, and expand future college and career pathways for every student. To maximize the impact of our Multi-Tiered System of Supports (MTSS), Cabrillo Unified School District will designate its unduplicated student populations, specifically English Learners and LTELs, low-income students, and foster youth as the highest priority for targeted interventions. The district will deploy a comprehensive suite of student-centered resources, including structured after-school academic interventions, robust summer school programming, holistic wrap-around services, and dedicated social-emotional learning (SEL) supports. Because all school sites benefit	of reclassification for At-Promise Students in grades 3rd, 7th, and 11th

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	2024 FY: No data to report No data to report LI: Chronic Absenteeism is 18.7% Chronic Absenteeism is 21.1% EL: Chronic Absenteeism is 18.5% Chronic Absenteeism is 18.6% Analysis of the data: There is a correlation between chronic absenteeism and academic progress when comparing CAASPP data and Chronic absenteeism data. **Scope:** LEA-wide	2025 FY: LI: EL: inherently from the elevated academic success of unduplicated student groups, these initiatives will be implemented on a districtwide basis, ensuring that high-quality, equity-centered instruction and integrated support systems are uniformly accessible across all campuses. The overall efficacy of these systemic interventions will be rigorously monitored utilizing Metric 2.3 from LCAP Goal 2, which tracks the percentage of English Learners, low-income students, and foster youth who meet or exceed proficiency standards on state English Language Arts (ELA) and mathematics assessments. To complement these state-reported outcomes and maintain a highly adaptive learning environment, the district will simultaneously analyze site-level metrics, including routine formative assessments, universal benchmark data, and continuous progress monitoring tools. This strategic combination of summative state data and real-time local analytics ensures that our educational frameworks remain proactive, responsive, and precisely tailored to the evolving needs of our student population throughout the academic year.	
2.2	**Action:** Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways **Need:** Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	This action is implemented LEA-wide because all schools within Cabrillo Unified serve unduplicated pupils, and the opportunity and achievement gaps identified through the district's needs assessment are systemic, requiring a coordinated district-wide response. The district has determined that these actions are the best use of supplemental and concentration funds because they directly address the academic,	Metric 2.2 Participation of Unduplicated Students in Advanced Placement (AP) Courses.

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	5-Year Graduation Rates 2025 (Source: California School Dashboard, Access to a Broad Course of Study): All Students: 92.3% White: 92.9% Low Income: 89% English Learners: 76.3% Foster Youth: No Data College and Career 2025 (Source: California School Dashboard): All Students prepared 42.6% White: 67.3% English Learners prepared: 2.8% Low Income prepared: 19% Foster Youth: No data By increasing Advanced Placement (AP) and honors course opportunities, interscholastic athletics, and electives for our At-Promised students, we can ensure fair practices for all our students. These efforts will enhance academic achievement for all students and expand college and career pathways. We continue to see improvement in graduation rate and UC/CSU eligibility, but large gaps remain for our EL students and LTEL students in particular. AP enrollment is declining due to both a decline in enrollment at HMBHS and a slight reduction in singleton AP courses offered due to scheduling conflicts. Ethnic sub-group representation shows a gap between White and Hispanic students, based on their	linguistic, and financial barriers faced by English Learners, Long-Term English Learners, Low-Income students, and Foster Youth. Dashboard data continues to show significant gaps in student outcomes, and these targeted supports are designed to increase equitable access to programs, pathways, and opportunities that improve student success. This goal was developed to ensure that English Learners, Long-Term English Learners, Low-Income students, and Foster Youth have equitable and inclusive access to district programs, academic pathways, and necessary supports. The new 2025 California Dashboard data continues to reveal persistent disparities across key indicators. While the overall five-year graduation rate is 92.3%, English Learners graduate at only 76.3%, and Low-Income students at 89%. College and Career Readiness gaps are even more alarming, while 67.3% of White students meet readiness benchmarks, only 19% of Low-Income students and a critically low 2.8% of English Learners are college and career ready, compared to a district average of 42.6%. AP enrollment data further reflects a significant representation gap, with White students accounting for 142 AP enrollments compared to only 60 for Hispanic students, despite Hispanic students comprising 50.8% of the school population. These data confirm that without intentional intervention, unduplicated students will continue to be underrepresented in rigorous academic pathways.	

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	percentage of the school population, which is 41.6% and 50.8%, respectively. AP Enrollment by Ethnicity (College Board) 2024-2025 White: 142 Hispanic: 60 Asian: 5 Other: 21 Total: 228 **Scope:** LEA-wide	To address the unique needs of each unduplicated student group, the district will implement differentiated actions targeting the specific barriers each group faces. For English Learners and Long-Term English Learners, the district will provide designated and integrated ELD instruction, academic language supports embedded within AP and Honors courses, and ELD TOSA coaching to ensure language acquisition does not prevent access to advanced pathways. Counselors and administrators will actively recruit EL and LTEL students into college preparatory courses, dismantling the historical practice of placing these students in lower-track coursework based on language proficiency alone. For Low-Income students, the district will cover AP exam fees, expand access to athletics and electives, and ensure enrichment participation is not contingent on a family's ability to pay. For Foster Youth, a dedicated point of contact at each school site will ensure continuity of access to programs and pathways regardless of placement changes, with close coordination with county partners to prevent disruption to academic progress. Research and the district's experience support targeted investments in academic supports, language development, counseling, and removal of financial barriers as effective strategies for increasing access and improving outcomes. By strategically directing resources to meet the unique needs of unduplicated pupils, the district	

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		maximizes the impact of its funding while advancing equitable opportunities for student success. While all students benefit from these actions, supplemental and concentration funds are specifically directed toward removing the financial, linguistic, and systemic barriers that disproportionately affect unduplicated pupils. Alternative approaches, such as broad non-targeted resource allocation, were considered but determined to be insufficient to close persistent gaps. Research consistently demonstrates that intentional investment in equitable access to rigorous coursework, combined with differentiated academic and social-emotional supports, produces the strongest long-term outcomes for historically underserved students. By directing resources strategically across all school sites, Cabrillo Unified ensures every student, regardless of language background, income level, or life circumstance, has a genuine opportunity to succeed and thrive.	
2.3	**Action:** Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners **Need:** The 2025 California School Dashboard metrics reveal concerning chronic absenteeism rates	This action directly addresses the persistently high rates of chronic absenteeism and disciplinary suspensions among English Learners (EL and LTEL) and low-income (LI) students, as reflected in the most recent California School Dashboard metrics. In direct response to these systemic disparities, the district has strengthened its Multi-Tiered System of Supports (MTSS) framework by	Metric 2.3 By 2029, reduce exclusionary discipline by 10% in secondary schools, increasing Restorative Justice practices in all sites

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	within our English Learner and socioeconomically disadvantaged student populations, as well as across several other vulnerable demographic subgroups within the general student population. This data underscores an urgent operational need for Cabrillo Unified School District to deploy targeted, data-driven attendance interventions that directly confront these systemic absenteeism gaps, thereby safeguarding student engagement and improving overall academic success. The suspension rate for EL and LI students was similar to the district average. The Foster Youth data from CALPADS for 2022-23, 2023-24 and 2024-25 show 0 students for Cabrillo Unified. Data from CA School Dashboard for Cabrillo Unified, 2025 All Students: 14% Chronically Absent/ improved by 1.4% English Learners (EL): 18.6% Chronically Absent / increased by 0.1% Long-Term English Learners (LTELs): 24.6% Chronically Absent / Increased by 1.5% Socioeconomically Disadvantaged (LI): 21.1% Chronically Absent/ increased by 2.3% Data from CUSD SIS for all students:	expanding elementary school counseling staff, maintaining dedicated secondary counseling positions, broadening youth-led leadership opportunities, and embedding restorative community-building practices across all campuses. Concurrently, the district has prioritized meaningful family engagement by expanding targeted home visits, offering personalized one-on-one parent meetings, and optimizing communication strategies specifically designed for the families of English Learners, foster youth, and low-income students. These integrated, data-driven efforts are strategically designed to cultivate a safe, inclusive, and supportive school climate. Educational research consistently demonstrates that such preventative, student-centered environments foster higher student engagement, improve daily attendance, and significantly reduce suspension rates. By investing heavily in these proactive support structures, the district is systematically closing historic equity gaps while maximizing the fiscal impact and efficiency of its local funding allocations. Ultimately, this comprehensive approach represents a high-leverage and strategic deployment of resources that responds directly to identified academic needs and invaluable community input gathered through educational partner engagement. The district's overarching objective is to accelerate language development and academic proficiency for English Learners, dismantle institutional barriers faced by socioeconomically disadvantaged pupils, and	

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	Suspension Rate: 2022-2023: 2.70% 2023-2024: 2.6% 2024-2025: 2.4% Suspension Rate 2025 EL: 2.1%, 1% decline Suspension Rate 2025 LI: 2.6%. a 0.9% decline **Scope:** LEA-wide	provide essential stability to foster youth. By establishing these robust foundations, the district aims to enhance long-term college and career readiness, ensuring that all students—regardless of background—experience school as an environment where they feel seen, supported, and fully empowered to succeed. The district maintains that these are the most effective use of funds and are principally directed toward meeting the needs of English Learners (EL and LTEL) and low-income (LI) students. Below are the specific sub-actions that will lead to this goal. These sub-actions are provided on an LEA-wide basis because all of our students will benefit from increasing fair and equitable practices for all students. The overall efficacy of this action will be monitored utilizing the chronic absenteeism metrics for English Learners, with emphasis on LTELs, foster youth, and low-income students as outlined in LCAP Goal 2, with progress evaluated annually through state-reported California School Dashboard data. To complement this annual assessment, Cabrillo Unified School District will generate monthly and quarterly internal reports to proactively monitor attendance trends and suspension rates among these target student groups. This continuous analytical review empowers the district to pivot in real time, deploying immediate interventions and supports rather than relying retrospectively on end-of-year data, thereby cultivating a highly responsive framework to improve student outcomes.	

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		A rigorous analysis of this data indicates that chronic absenteeism disproportionately impacts English Learner and low-income students, populations that often lack external resources to compensate for lost instructional time. To mitigate these gaps, the district will prioritize robust family engagement, targeted communication, and parent education regarding the critical role of daily school attendance. These efforts will be executed through broad-scale family engagement events and parent organizations, alongside highly targeted, individualized interventions—such as structured home visits and one-on-one meetings—for families whose students have reached Tier 2 or Tier 3 truancy levels. Furthermore, the data underscores a critical, demonstrated need for the development and expansion of viable alternatives to suspension. While continuing to expand existing intervention alternatives for alcohol, tobacco, and other drug violations, the district will accelerate its systemic implementation of restorative practices. The shift to restorative justice models aims to address the root causes of behavioral infractions, keep vulnerable students connected to the classroom, and replace exclusionary discipline with instructive, community-building solutions. This action is principally directed toward addressing the unique needs of Cabrillo Unified School District's unduplicated student groups [English Learners, (including Long-Term English Learners), low-income students and foster youth [currently, not applicable] who continue to	

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		experience disproportionately high rates of chronic absenteeism and disciplinary exclusion, resulting in reduced access to instructional time and academic opportunities. Analysis of California School Dashboard data, local attendance and discipline data, and educational partner feedback identified the need for expanded counseling services, strengthened Multi-Tiered System of Supports (MTSS), restorative practices, and intensive family engagement strategies that address the underlying barriers affecting these students. The district determined that these actions represent the most effective use of funds because research and the district's own experience demonstrate that proactive, relationship-based interventions, culturally responsive family partnerships, and restorative approaches increase student engagement, improve attendance, reduce suspensions, and strengthen academic outcomes. By providing targeted supports such as home visits, individualized parent outreach, expanded counseling, and restorative interventions while continuously monitoring data for English Learners, low-income students, and foster youth, the district is implementing evidence-based strategies designed to eliminate inequities and ensure these students have equitable access to learning, college and career readiness, and long-term success.	
3.3	**Action:** Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	This action prioritizes English learners (EL), foster youth (FY), and low-income (LI) students by providing comprehensive family engagement and support through culturally competent resources and community partnerships. By implementing Tier	Metric 3.3 By 2029, implement a plan for home-school connectedness

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	Need: Dashboard Local Climate Survey Summary: Cabrillo Unified School utilized data from our Healthy Kids Survey (2022-2023) and surveyed a total of 672 students in grades 5th, 7th, 9th, and 11th grades. 2022-23 CHKS Elementary Survey Response Rates, 5th Grade Alvin S. Hatch Elementary 0% El Granada Elementary 24% Farallone View Elementary 10% Kings Mountain Elementary 91% Manuel F. Cunha Intermediate 7th Grade: 95% Half Moon Bay High 9th Grade 92% 11th Grade 87% Pilarcitos Alternative High (Continuation) 11th grade No data A summary of the 4 Healthy Kids Survey themes is demonstrated below. 52% School connectedness 64% Academic motivation 52% Caring Adult Relationship 59% Schools perceived as Safe or Very Safe	1, Tier 2, and Tier 3 interventions, we address the specific needs of unduplicated pupils, as identified by data, to ensure they receive the necessary support to thrive academically and personally. These interventions will lead to increased family engagement and academic support, which are crucial for the success of these student groups. While the primary focus is on supporting English learners, low-income, and foster youth students, these actions will also benefit all students by fostering a more inclusive and supportive educational environment. By strengthening family engagement, enhancing communication, and providing comprehensive academic and extracurricular opportunities, we create a culture of high expectations and support for all students. This inclusive approach promotes a sense of belonging, improves the overall school climate, and elevates academic outcomes for every student. By implementing these actions district-wide, we ensure consistency in support and resources, fostering an inclusive environment where every student has the opportunity to succeed. The collective effort across the LEA enhances the overall effectiveness of the programs and promotes equity and excellence in education. This is the most effective use of funds because it maximizes the impact of our educational programs and fosters equity, inclusion, and excellence throughout the district. Allocating funds to these actions is the best use of resources because it directly addresses the needs of EL, FY, and LI. By	demonstrating a 10% increase as shown in parent/family surveys Target is California Healthy Kids Survey school connectedness data: 57% School connectedness 70% Academic motivation 57% Caring Adult Relationship 65% Schools perceived as Safe or Very Safe

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Using CA Healthy Kids (students responding strongly agreeing or agreeing to their self-perception on their academic motivation): English Learners in 7th grade perform 4% less than non-English Learners using the Academic Motivation English Learners in 9th grade perform 7% less than non-English Learners using the Academic Motivation English Learners in 11th grade perform 3% less than non-English Learners using the Academic Motivation Foster Youth: We had no Foster Youth and Low-Income and will determine baseline data this upcoming school year --- Update on Healthy Kids Survey 2023-24 Cabrillo Unified School surveyed a total of students in grades 5th, 7th, 9th, and 11th grades. 2023-24 CHKS Elementary Survey Response Rates, 5th Grade Alvin S. Hatch Elementary 18% El Granada Elementary 43% Farallone View Elementary 19% Kings Mountain Elementary 100%	investing in family engagement, culturally competent resources, and targeted interventions, we ensure that every student has the support needed to succeed academically and personally. As stated above, this is an LEA-wide action, but the steps here can particularly benefit the targeted subgroups. Community partnerships that help the district support parents and families increase district cultural competence and increase engagement, vital for connecting with our vulnerable populations. For English learners including LTELs, we aim to provide tailored academic support that enhances academic language proficiency and boosts overall academic performance. For low-income students, we strive to eliminate barriers to advanced coursework and extracurricular activities, increasing their engagement and future prospects. For any foster youth who may enroll in our district, our goal is to offer stability and support that recognizes their unique challenges, helping them build resilience and pursue higher education and fulfilling careers. Overall, we aim to increase academic achievement, provide college and career pathways, and foster a supportive, inclusive environment for all unduplicated pupils. Provide culturally competent resources to students and families by strengthening community partnerships focused on unduplicated students to target English Learners (EL), Low-income (LI), and foster youth (FY). The actions below will address the needs of unduplicated pupils by ensuring we provide Tier 1, Tier 2, and Tier 3 interventions and supports that will lead to increased family	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Manuel F. Cunha Intermediate 7th Grade: 92% Half Moon Bay High 9th Grade 74% 11th Grade 68% Pilarcitos Alternative High (Continuation) 11th grade 61% _____ Update on Healthy Kids Survey 2024-25 Cabrillo Unified School surveyed a total of 546 students in grades 5th, 7th, 9th, and 11th grades. 2024-25 CHKS Elementary Survey Response Rates, 5th Grade Alvin S. Hatch Elementary 47% El Granada Elementary 13% Farallone View Elementary 18% Kings Mountain Elementary 100% Manuel F. Cunha Intermediate 7th Grade: 76% Half Moon Bay High 9th Grade 88% 11th Grade 75% Pilarcitos Alternative High (Continuation)	engagement support. Analysis of the Data Survey completion data for 5th grade made strong gains at Hatch but a shortfall at El Granada: Unlike the secondary surveys, the 5th grade survey requires opt-in parent parent permission. Pilarcitos dropped significantly, while HMBHS improved for the 2024-25 school year. After reviewing and interpreting data, although we have various other strengths, an area of improvement is to support students with feeling safe at school. Areas of need in order to address this gap: District-wide social-emotional learning curriculum District-wide Positive Behavior Intervention System (PBIS) system of support. Strong supervision Restorative practices implement district-wide District-wide adoption of the Multi-Tiered System of Support (MTSS) framework to address the whole child, inclusive of Social, Cultural, and Behavioral supports. Engage in a cycle of continuous improvement by analyzing our data to determine if we see improvement using both quantitative and qualitative data around students' social-emotional learning and sense of belonging at school. Specific Actions:	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	11th grade 17% A summary of the 4 Healthy Kids Survey themes is demonstrated below. School connectedness 53% (-9%) Academic motivation 66% (-7%) Caring Adult Relationship 58% (-20%) Schools perceived as Safe or Very Safe 61% (-22%) We have seen a decrease in the four themes from 2023-24 to 2024-25. Using CA Healthy Kids (students responding strongly agreeing or agreeing to their self-perception on their academic motivation): English Learners in 7th grade perform 6% less than non-English Learners using the Academic Motivation English Learners in 9th grade perform 15% better than non-English Learners using the Academic Motivation English Learners in 11th grade perform 9% less than non-English Learners in Academic Motivation The positive trend continues for EL students Foster Youth: We had no Foster Youth in the survey	*Enhanced Cultural Competency: Training for staff on diverse cultural needs. *Community Partnerships: Collaborate with local organizations to provide culturally relevant workshops and resources. *Parent Engagement: Expand outreach efforts with targeted communication in multiple languages. Benefits for EL, FY, and LI Students: *Closing the Gap: Ensure equitable access to resources and support services. *Enhanced Participation: Increase family and community involvement through tailored initiatives. Rationale for LEA-wide Implementation: *Equity Focus: While targeting specific student groups, benefits extend to all students through enriched diversity awareness and inclusive practices. *Efficient Resource Utilization: Maximizing supplemental funds to address systemic barriers and promote inclusive education practices. Expected Outcomes: • Improved Engagement: Increase in parent and community participation by 15% across targeted committees and events. Equity Advancements: Establishment of a Diversity, Equity, and Inclusion	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	(DEI) committee to sustain efforts beyond initial implementation. • By aligning your approach with these data-driven insights and strategic actions, you can effectively communicate the rationale and expected impact of Action 3.3 on EL, FY, and LI students within your educational community. 3.3 F Develop a home visit protocol as part of standard student intervention processes	

Limited Actions

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

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

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

Not applicable!

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	30,066,772	1,917,380	6.377%	0.000%	6.377%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,260,000.00	$919,232.00	$0.00	$0.00	$7,179,232.00	$3,702,232.00	$3,477,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	College and Career (LCAP and LREBG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$1,438,361.00	$260,000.00	$1,235,000.00	$463,361.00			$1,698,361.00	
1	1.2	Early Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$0.00	$222,000.00	$222,000.00				$222,000.00	
1	1.3	Culturally Responsive Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$610,000.00	$0.00	$610,000.00				$610,000.00	
2	2.1	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$135,000.00	$210,000.00	$345,000.00				$345,000.00	
2	2.2	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$600,000.00	$85,000.00	$685,000.00	$0.00	$0.00	$0.00	$685,000.00	
2	2.3	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$365,000.00	$25,000.00	$390,000.00				$390,000.00	
2	2.4	Increase staff, family and community engagement strategies to reduce chronic absenteeism.	All Students with Disabilities Hispanic; Homeless Youth; Socio-economically Disadvantaged; White	No			All Schools Specific Schools: Hatch ES Farallone View ES Kings Mountain ES El Granada ES Cunha Intermedia	3 Years	$60,000.00	$20,000.00	$80,000.00	$0.00	$0.00	$0.00	$80,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							te Half Moon Bay High School Pilarcitos High School									
3	**3.1**	Layers of Support	All	No			All Schools	3 Years	$0.00	$137,000.00	$137,000.00	$0.00	$0.00	$0.00	$137,000.00	
3	**3.2**	Social Emotional Support Provide services promoting social-emotional learning, mental health, and emotional support for students (LCAP and LREBG)	All	No			All Schools	3 Years	$455,871.00	$57,000.00	$57,000.00	$455,871.00	$0.00	$0.00	$512,871.00	
3	**3.3**	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$38,000.00	$0.00	$38,000.00	$0.00	$0.00	$0.00	$38,000.00	
4	**4.1**	Environmental Sustainability	All	No			All Schools	3 Years	$0.00	$2,211,000.00	$2,211,000.00	$0.00	$0.00	$0.00	$2,211,000.00	
4	**4.2**	Fiscal Sustainability: Align, augment, and monitor fiscal resources to ensure financial stability In both current year and out years 2027 in the district's multi-year budgeting process, CUSD will work to meet its legally required minimum three percent (3%) reserve for economic uncertainties ensuring positive certifications.	All	No			All Schools	3 Years	$0.00	$15,000.00	$15,000.00	$0.00	$0.00	$0.00	$15,000.00	
4	**4.3**	In both the current year and out years 2027, CUSD will work on increasing Employee Sustainability by 3%: Create systems to recruit, retain, and support highly qualified and diverse staff	All	No			All Schools	3 Years	$0.00	$235,000.00	$235,000.00				$235,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
30,066,772	1,917,380	6.377%	0.000%	6.377%	$3,525,000.00	0.000%	11.724 %	**Total:**	$3,525,000.00
								LEA-wide Total:	$3,525,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	College and Career (LCAP and LREBG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,235,000.00	
1	1.2	Early Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$222,000.00	
1	1.3	Culturally Responsive Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$610,000.00	
2	2.1	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$345,000.00	
2	2.2	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$685,000.00	
2	2.3	Safe School Environment:	Yes	LEA-wide	English Learners Foster Youth	All Schools	$390,000.00	

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

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,635,871.00	$6,294,694.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	College and Career (LCAP and LREBG)	Yes	$1,235,000	$1,345,195
1	**1.2**	Early Literacy	Yes	$222,000.00	$44,902
1	**1.3**	Culturally Responsive Classrooms	Yes	$610,000.00	$375,185
2	**2.1**	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	Yes	$345,000.00	$94,935
2	**2.2**	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	Yes	$685,000.00	$996,397
2	**2.3**	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	Yes	$390,000.00	$523,101
2	**2.4**	Increase staff, family and community engagement strategies to reduce chronic absenteeism.	No	$0.00	$15,927
3	**3.1**	Layers of Support	No	$137,000.00	$218,555
3	**3.2**	Social Emotional Support Provide services promoting social-emotional	No	$512,871.00	$1,802

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		learning, mental health, and emotional support for students (LCAP and LREBG)			
3	**3.3**	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	Yes	$38,000.00	$19,645
4	**4.1**	Environmental Sustainability	No	$2,211,000.00	$2,559,197
4	**4.2**	Fiscal Sustainability: Align, augment, and monitor fiscal resources to ensure financial stability In both current year and out years 2027 in the district's multi-year budgeting process, CUSD will work to meet its legally required minimum three percent (3%) reserve for economic uncertainties ensuring positive certifications.	No	$15,000.00	$9,685
4	**4.3**	In both the current year and out years 2027, CUSD will work on increasing Employee Sustainability by 3%: Create systems to recruit, retain, and support highly qualified and diverse staff	No	$235,000.00	$90,168

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,087,493	$3,525,000.00	$3,399,360.00	$125,640.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	College and Career (LCAP and LREBG)	Yes	$1,235,000.00	$1,345,195		
1	1.2	Early Literacy	Yes	$222,000.00	$44,902		
1	1.3	Culturally Responsive Classrooms	Yes	$610,000.00	$375,185		
2	2.1	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	Yes	$345,000.00	$94,935		
2	2.2	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	Yes	$685,000.00	$996,397		
2	2.3	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	Yes	$390,000.00	$523,101		
3	3.3	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	Yes	$38,000.00	$19,645		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
29,984,969	$2,087,493		6.962%	$3,399,360.00	0.000%	11.337%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2024

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

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

MEMORANDUM

MEETING DATE: June 18, 2026
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Action
ITEM TITLE: Adoption of CUSD Budget for Fiscal Year 2026-27

BACKGROUND INFORMATION

After conducting a public hearing at its regularly scheduled Board meeting on June 11, 2026, regarding the 2026-27 CUSD Proposed Budget, the CUSD Governing Board is required to adopt a balanced budget for the upcoming fiscal year by July 1 of each year. In compliance with legislation AB 1200, CUSD has opted for a single budget adoption calendar. If substantial updates are necessary, AB1200 allows the district 45 days after the Governor signs the state budget to revise its budget. CUSD staff will stay informed of significant changes and notify the Board to take appropriate action (if needed).

REPORT/PROPOSAL

The proposed Fiscal Year 2026–27 Budget reflects the District's projected revenues, expenditures, and fund balances based on current information available at the time of budget development. The budget has been prepared to support the district's educational programs and operational needs while maintaining fiscal solvency and compliance with state requirements.

The budget incorporates assumptions related to State, Federal, and local funding sources, enrollment projections, staffing levels, negotiated agreements, and anticipated operational expenditures. District staff have reviewed available fiscal data and developed a balanced budget that aligns with the district's priorities and long-term financial planning objectives.

FISCAL ANALYSIS

As required, the Budget Adoption process for CUSD projects revenues and expenditures for Fiscal Year 2026-27. The financial information presented in this proposed budget is derived from historical data, analysis of future trends, and economic indicators that affect State, Federal, and local district funding mechanisms.

RECOMMENDATION

Staff recommends that the Governing Board adopt the Cabrillo Unified School District Budget for Fiscal Year 2026–27 as presented.

Prepared by: *Holly Lynne*

ANNUAL BUDGET REPORT:

July 1, 2026 Budget Adoption

Select applicable boxes:

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

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

Budget available for inspection at:

Place: District Office
Date: 06/05/2026

Public Hearing:

Place: Cunha Intermediate School - Library
Date: 06/11/2026
Time: 6:00 PM

Adoption Date: 6/18/2026
Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Dr. Ramon Miramontes
Title: Superintendent

Contact person for additional information on the budget reports:

Name: Jennifer Marsh
Title: Chief Business Officer

Telephone: 650-376-4429
E-mail: MarshJ@cabrillo.k12.ca.us

Criteria and Standards Review Summary

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

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

9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			**No**	**Yes**
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			**No**	**Yes**
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2025-26) annual payment?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, are they lifetime benefits?	n/a	
		• If yes, do benefits continue beyond age 65?	n/a	
		• If yes, are benefits funded by pay-as-you-go?	n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)	X	
		• Classified? (Section S8B, Line 1)	X	
		• Management/supervisor/confidential? (Section S8C, Line 1)	n/a	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	06/18/2026	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			**No**	**Yes**
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?		X
ADDITIONAL FISCAL INDICATORS (continued)			**No**	**Yes**
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

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

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For: 2025-26 Estimated Actuals	2026-27 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund	G	G
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund	G	G
12	Child Development Fund	G	G
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects	G	G
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund	G	G
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund		
40	Special Reserve Fund for Capital Outlay Projects	G	
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		S
CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	G	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		GS
DEBT	Schedule of Long-Term Liabilities	S	
ESMOE	Every Student Succeeds Act Maintenance of Effort	G	
ICR	Indirect Cost Rate Worksheet	G	

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

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	36,962,785.00	2,103,156.00	39,065,941.00	37,821,923.00	3,082,000.00	40,903,923.00	4.7%
2) Federal Revenue		8100-8299	0.00	1,289,147.00	1,289,147.00	0.00	1,053,300.00	1,053,300.00	-18.3%
3) Other State Revenue		8300-8599	710,082.00	5,693,940.00	6,404,022.00	710,336.00	4,613,706.00	5,324,042.00	-16.9%
4) Other Local Revenue		8600-8799	835,556.00	6,308,696.00	7,144,252.00	732,252.00	3,134,265.00	3,866,517.00	-45.9%
5) TOTAL, REVENUES			38,508,423.00	15,394,939.00	53,903,362.00	39,264,511.00	11,883,271.00	51,147,782.00	-5.1%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	14,708,642.00	4,785,445.00	19,494,087.00	14,621,788.00	4,573,068.00	19,194,856.00	-1.5%
2) Classified Salaries		2000-2999	4,675,361.00	4,938,559.00	9,613,920.00	4,840,823.00	4,898,421.00	9,739,244.00	1.3%
3) Employee Benefits		3000-3999	7,556,329.00	6,179,442.00	13,735,771.00	7,837,286.00	6,121,604.00	13,958,890.00	1.6%
4) Books and Supplies		4000-4999	508,704.00	1,571,224.00	2,079,928.00	378,210.00	769,201.00	1,147,411.00	-44.8%
5) Services and Other Operating Expenditures		5000-5999	3,691,168.00	6,335,418.00	10,026,586.00	3,131,080.00	4,511,589.00	7,642,669.00	-23.8%
6) Capital Outlay		6000-6999	24,794.00	2,812,383.00	2,837,177.00	0.00	6,619.00	6,619.00	-99.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	59,468.00	170,000.00	229,468.00	59,468.00	170,000.00	229,468.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(53,318.00)	43,906.00	(9,412.00)	(145,112.00)	111,966.00	(33,146.00)	252.2%
9) TOTAL, EXPENDITURES			31,171,148.00	26,836,377.00	58,007,525.00	30,723,543.00	21,162,468.00	51,886,011.00	-10.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			7,337,275.00	(11,441,438.00)	(4,104,163.00)	8,540,968.00	(9,279,197.00)	(738,229.00)	-82.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	3,505,298.00	0.00	3,505,298.00	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	312,952.00	0.00	312,952.00	288,279.00	0.00	288,279.00	-7.9%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(10,232,837.00)	10,232,837.00	0.00	(9,132,847.00)	9,132,847.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(7,040,491.00)	10,232,837.00	3,192,346.00	(9,421,126.00)	9,132,847.00	(288,279.00)	-109.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			296,784.00	(1,208,601.00)	(911,817.00)	(880,158.00)	(146,350.00)	(1,026,508.00)	12.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,197,586.00	5,443,123.00	7,640,709.00	2,494,370.00	4,234,522.00	6,728,892.00	-11.9%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			2,197,586.00	5,443,123.00	7,640,709.00	2,494,370.00	4,234,522.00	6,728,892.00	-11.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,197,586.00	5,443,123.00	7,640,709.00	2,494,370.00	4,234,522.00	6,728,892.00	-11.9%
2) Ending Balance, June 30 (E + F1e)			2,494,370.00	4,234,522.00	6,728,892.00	1,614,212.00	4,088,172.00	5,702,384.00	-15.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
Stores		9712	28,975.55	0.00	28,975.55	0.00	0.00	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	4,234,522.00	4,234,522.00	0.00	4,088,172.00	4,088,172.00	-3.5%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	690,780.45	0.00	690,780.45	23,983.00	0.00	23,983.00	-96.5%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,749,614.00	0.00	1,749,614.00	1,565,229.00	0.00	1,565,229.00	-10.5%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	8,434,998.73	(6,630,191.81)	1,804,806.92				
1) Fair Value Adjustment to Cash in County Treasury		9111	134,323.00	0.00	134,323.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	25,000.00	0.00	25,000.00				
d) with Fiscal Agent/Trustee		9135	43,540.00	0.00	43,540.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	94,444.00	94,444.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	28,975.55	0.00	28,975.55				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			8,666,837.28	(6,535,747.81)	2,131,089.47				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	821,559.62	53,546.64	875,106.26				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			821,559.62	53,546.64	875,106.26				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			7,845,277.66	(6,589,294.45)	1,255,983.21				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	1,021,371.00	0.00	1,021,371.00	1,021,371.00	0.00	1,021,371.00	0.0%
Education Protection Account State Aid - Current Year		8012	488,672.00	0.00	488,672.00	469,560.00	0.00	469,560.00	-3.9%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	35,452,742.00	0.00	35,452,742.00	36,330,992.00	0.00	36,330,992.00	2.5%
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			36,962,785.00	0.00	36,962,785.00	37,821,923.00	0.00	37,821,923.00	2.3%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	2,103,156.00	2,103,156.00	0.00	3,082,000.00	3,082,000.00	46.5%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			36,962,785.00	2,103,156.00	39,065,941.00	37,821,923.00	3,082,000.00	40,903,923.00	4.7%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	579,441.00	579,441.00	0.00	578,618.00	578,618.00	-0.1%
Special Education Discretionary Grants		8182	0.00	14,386.00	14,386.00	0.00	14,354.00	14,354.00	-0.2%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	157,352.00	157,352.00	0.00	149,086.00	149,086.00	-5.3%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		164,084.00	164,084.00		107,433.00	107,433.00	-34.5%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		174,961.00	174,961.00		44,343.00	44,343.00	-74.7%
Title III, Immigrant Student Program	4201	8290		25,596.00	25,596.00		11,250.00	11,250.00	-56.0%
Title III, English Learner Program	4203	8290		49,201.00	49,201.00		46,002.00	46,002.00	-6.5%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3182, 4037, 4123, 4124, 4126, 4127, 5630	8290		32,195.00	32,195.00		10,000.00	10,000.00	-68.9%
Career and Technical Education	3500-3599	8290		14,882.00	14,882.00		15,165.00	15,165.00	1.9%
All Other Federal Revenue	All Other	8290	0.00	77,049.00	77,049.00	0.00	77,049.00	77,049.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	1,289,147.00	1,289,147.00	0.00	1,053,300.00	1,053,300.00	-18.3%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	123,687.00	0.00	123,687.00	123,336.00	0.00	123,336.00	-0.3%
Lottery - Unrestricted and Instructional Materials		8560	425,000.00	167,500.00	592,500.00	425,000.00	167,500.00	592,500.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		721,087.00	721,087.00		822,924.00	822,924.00	14.1%
After School Education and Safety (ASES)	6010	8590		127,019.00	127,019.00		127,019.00	127,019.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		935.00	935.00		0.00	0.00	-100.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		473,517.00	473,517.00		473,517.00	473,517.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		378,494.00	378,494.00		378,494.00	378,494.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		75,000.00	75,000.00		50,000.00	50,000.00	-33.3%
All Other State Revenue	All Other	8590	161,395.00	3,750,388.00	3,911,783.00	162,000.00	2,594,252.00	2,756,252.00	-29.5%
TOTAL, OTHER STATE REVENUE			710,082.00	5,693,940.00	6,404,022.00	710,336.00	4,613,706.00	5,324,042.00	-16.9%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	2,094,246.00	2,094,246.00	0.00	2,098,143.00	2,098,143.00	0.2%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	70,331.00	0.00	70,331.00	57,058.00	0.00	57,058.00	-18.9%
Interest		8660	300,000.00	0.00	300,000.00	350,000.00	0.00	350,000.00	16.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	190,031.00	0.00	190,031.00	0.00	0.00	0.00	-100.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	275,194.00	4,214,450.00	4,489,644.00	325,194.00	1,036,122.00	1,361,316.00	-69.7%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			835,556.00	6,308,696.00	7,144,252.00	732,252.00	3,134,265.00	3,866,517.00	-45.9%
TOTAL, REVENUES			38,508,423.00	15,394,939.00	53,903,362.00	39,264,511.00	11,883,271.00	51,147,782.00	-5.1%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	11,465,671.00	3,205,904.00	14,671,575.00	11,429,231.00	3,161,731.00	14,590,962.00	-0.5%
Certificated Pupil Support Salaries		1200	643,231.00	1,161,398.00	1,804,629.00	708,338.00	1,057,769.00	1,766,107.00	-2.1%
Certificated Supervisors' and Administrators' Salaries		1300	2,163,079.00	359,554.00	2,522,633.00	2,208,148.00	334,081.00	2,542,229.00	0.8%
Other Certificated Salaries		1900	436,661.00	58,589.00	495,250.00	276,071.00	19,487.00	295,558.00	-40.3%
TOTAL, CERTIFICATED SALARIES			14,708,642.00	4,785,445.00	19,494,087.00	14,621,788.00	4,573,068.00	19,194,856.00	-1.5%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	42,610.00	1,317,193.00	1,359,803.00	68,030.00	1,559,745.00	1,627,775.00	19.7%
Classified Support Salaries		2200	1,367,918.00	2,253,959.00	3,621,877.00	1,547,292.00	2,148,375.00	3,695,667.00	2.0%
Classified Supervisors' and Administrators' Salaries		2300	835,993.00	211,100.00	1,047,093.00	839,658.00	214,710.00	1,054,368.00	0.7%
Clerical, Technical and Office Salaries		2400	1,396,086.00	366,568.00	1,762,654.00	1,452,336.00	350,736.00	1,803,072.00	2.3%
Other Classified Salaries		2900	1,032,754.00	789,739.00	1,822,493.00	933,507.00	624,855.00	1,558,362.00	-14.5%
TOTAL, CLASSIFIED SALARIES			4,675,361.00	4,938,559.00	9,613,920.00	4,840,823.00	4,898,421.00	9,739,244.00	1.3%
EMPLOYEE BENEFITS									
STRS		3101-3102	2,651,739.00	2,822,690.00	5,474,429.00	2,750,652.00	2,830,492.00	5,581,144.00	1.9%
PERS		3201-3202	1,250,329.00	1,265,176.00	2,515,505.00	1,356,526.00	1,302,943.00	2,659,469.00	5.7%
OASDI/Medicare/Alternative		3301-3302	576,637.00	448,224.00	1,024,861.00	592,322.00	422,443.00	1,014,765.00	-1.0%
Health and Welfare Benefits		3401-3402	2,651,416.00	1,414,228.00	4,065,644.00	2,681,550.00	1,349,164.00	4,030,714.00	-0.9%
Unemployment Insurance		3501-3502	10,461.00	5,307.00	15,768.00	9,932.00	4,632.00	14,564.00	-7.6%
Workers' Compensation		3601-3602	276,717.00	143,708.00	420,425.00	283,364.00	132,081.00	415,445.00	-1.2%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	139,030.00	80,109.00	219,139.00	162,940.00	79,849.00	242,789.00	10.8%
TOTAL, EMPLOYEE BENEFITS			7,556,329.00	6,179,442.00	13,735,771.00	7,837,286.00	6,121,604.00	13,958,890.00	1.6%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	236,602.00	236,602.00	0.00	2,700.00	2,700.00	-98.9%
Books and Other Reference Materials		4200	5,219.00	4,796.00	10,015.00	0.00	0.00	0.00	-100.0%
Materials and Supplies		4300	503,485.00	1,264,921.00	1,768,406.00	378,210.00	766,501.00	1,144,711.00	-35.3%
Noncapitalized Equipment		4400	0.00	64,905.00	64,905.00	0.00	0.00	0.00	-100.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			508,704.00	1,571,224.00	2,079,928.00	378,210.00	769,201.00	1,147,411.00	-44.8%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	1,443,889.00	1,443,889.00	0.00	1,100,000.00	1,100,000.00	-23.8%
Travel and Conferences		5200	113,393.00	176,310.00	289,703.00	48,094.00	92,265.00	140,359.00	-51.6%
Dues and Memberships		5300	45,973.00	0.00	45,973.00	39,473.00	0.00	39,473.00	-14.1%
Insurance		5400 - 5499	953,720.00	252,998.00	1,206,718.00	952,382.00	150,000.00	1,102,382.00	-8.6%
Operations and Housekeeping Services		5500	944,721.00	0.00	944,721.00	888,151.00	0.00	888,151.00	-6.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	136,055.00	462,222.00	598,277.00	120,347.00	364,024.00	484,371.00	-19.0%
Transfers of Direct Costs		5710	3,487.00	(3,487.00)	0.00	3,487.00	(3,487.00)	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800 - 5899	1,121,760.00	4,001,512.00	5,123,272.00	728,477.00	2,805,516.00	3,533,993.00	-31.0%
Communications		5900	372,059.00	1,974.00	374,033.00	350,669.00	3,271.00	353,940.00	-5.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,691,168.00	6,335,418.00	10,026,586.00	3,131,080.00	4,511,589.00	7,642,669.00	-23.8%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	2,666,971.00	2,666,971.00	0.00	0.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	0.00	80,360.00	80,360.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	24,794.00	64,972.00	89,766.00	0.00	6,539.00	6,539.00	-92.7%
Equipment Replacement		6500	0.00	80.00	80.00	0.00	80.00	80.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, CAPITAL OUTLAY			24,794.00	2,812,383.00	2,837,177.00	0.00	6,619.00	6,619.00	-99.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	9,798.00	0.00	9,798.00	9,798.00	0.00	9,798.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	49,670.00	170,000.00	219,670.00	49,670.00	170,000.00	219,670.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			59,468.00	170,000.00	229,468.00	59,468.00	170,000.00	229,468.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(43,906.00)	43,906.00	0.00	(111,966.00)	111,966.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(9,412.00)	0.00	(9,412.00)	(33,146.00)	0.00	(33,146.00)	252.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(53,318.00)	43,906.00	(9,412.00)	(145,112.00)	111,966.00	(33,146.00)	252.2%
TOTAL, EXPENDITURES			31,171,148.00	26,836,377.00	58,007,525.00	30,723,543.00	21,162,468.00	51,886,011.00	-10.6%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	3,505,298.00	0.00	3,505,298.00	0.00	0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			3,505,298.00	0.00	3,505,298.00	0.00	0.00	0.00	-100.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	312,952.00	0.00	312,952.00	288,279.00	0.00	288,279.00	-7.9%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			312,952.00	0.00	312,952.00	288,279.00	0.00	288,279.00	-7.9%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(10,232,837.00)	10,232,837.00	0.00	(9,132,847.00)	9,132,847.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(10,232,837.00)	10,232,837.00	0.00	(9,132,847.00)	9,132,847.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(7,040,491.00)	10,232,837.00	3,192,346.00	(9,421,126.00)	9,132,847.00	(288,279.00)	-109.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	36,962,785.00	2,103,156.00	39,065,941.00	37,821,923.00	3,082,000.00	40,903,923.00	4.7%
2) Federal Revenue		8100-8299	0.00	1,289,147.00	1,289,147.00	0.00	1,053,300.00	1,053,300.00	-18.3%
3) Other State Revenue		8300-8599	710,082.00	5,693,940.00	6,404,022.00	710,336.00	4,613,706.00	5,324,042.00	-16.9%
4) Other Local Revenue		8600-8799	835,556.00	6,308,696.00	7,144,252.00	732,252.00	3,134,265.00	3,866,517.00	-45.9%
5) TOTAL, REVENUES			38,508,423.00	15,394,939.00	53,903,362.00	39,264,511.00	11,883,271.00	51,147,782.00	-5.1%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		17,115,832.00	14,074,592.00	31,190,424.00	17,102,805.00	13,535,761.00	30,638,566.00	-1.8%
2) Instruction - Related Services	2000-2999		6,203,802.00	2,293,732.00	8,497,534.00	6,224,162.00	1,674,582.00	7,898,744.00	-7.0%
3) Pupil Services	3000-3999		986,751.00	3,599,022.00	4,585,773.00	1,028,033.00	2,634,437.00	3,662,470.00	-20.1%
4) Ancillary Services	4000-4999		778,264.00	363,029.00	1,141,293.00	503,269.00	221,239.00	724,508.00	-36.5%
5) Community Services	5000-5999		0.00	94,000.00	94,000.00	0.00	94,000.00	94,000.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		4,254,809.00	633,089.00	4,887,898.00	4,057,205.00	261,966.00	4,319,171.00	-11.6%
8) Plant Services	8000-8999		1,772,222.00	5,608,913.00	7,381,135.00	1,748,601.00	2,570,483.00	4,319,084.00	-41.5%
9) Other Outgo	9000-9999	Except 7600-7699	59,468.00	170,000.00	229,468.00	59,468.00	170,000.00	229,468.00	0.0%
10) TOTAL, EXPENDITURES			31,171,148.00	26,836,377.00	58,007,525.00	30,723,543.00	21,162,468.00	51,886,011.00	-10.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			7,337,275.00	(11,441,438.00)	(4,104,163.00)	8,540,968.00	(9,279,197.00)	(738,229.00)	-82.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	3,505,298.00	0.00	3,505,298.00	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	312,952.00	0.00	312,952.00	288,279.00	0.00	288,279.00	-7.9%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(10,232,837.00)	10,232,837.00	0.00	(9,132,847.00)	9,132,847.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(7,040,491.00)	10,232,837.00	3,192,346.00	(9,421,126.00)	9,132,847.00	(288,279.00)	-109.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			296,784.00	(1,208,601.00)	(911,817.00)	(880,158.00)	(146,350.00)	(1,026,508.00)	12.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,197,586.00	5,443,123.00	7,640,709.00	2,494,370.00	4,234,522.00	6,728,892.00	-11.9%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,197,586.00	5,443,123.00	7,640,709.00	2,494,370.00	4,234,522.00	6,728,892.00	-11.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,197,586.00	5,443,123.00	7,640,709.00	2,494,370.00	4,234,522.00	6,728,892.00	-11.9%
2) Ending Balance, June 30 (E + F1e)			2,494,370.00	4,234,522.00	6,728,892.00	1,614,212.00	4,088,172.00	5,702,384.00	-15.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
Stores		9712	28,975.55	0.00	28,975.55	0.00	0.00	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	4,234,522.00	4,234,522.00	0.00	4,088,172.00	4,088,172.00	-3.5%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	690,780.45	0.00	690,780.45	23,983.00	0.00	23,983.00	-96.5%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,749,614.00	0.00	1,749,614.00	1,565,229.00	0.00	1,565,229.00	-10.5%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
2600	Expanded Learning Opportunities Program	196,794.00	66,300.00
6019	Student Support and Professional Development Discretionary Block Grant	227,028.00	77,028.00
6300	Lottery: Instructional Materials	183,550.00	351,050.00
6331	CA Community Schools Partnership Act - Planning Grant	158,331.00	158,331.00
6383	Golden State Pathways Program	1,187,530.00	1,082,285.00
6546	Mental Health-Related Services	115,872.00	45,011.00
6547	Special Education Early Intervention Preschool Grant	146,238.00	54,579.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	673,840.00	896,479.00
7085	Learning Communities for School Success Program	251,685.00	150,238.00
7311	Classified School Employee Professional Development Block Grant	10,699.00	10,699.00
7339	Dual Enrollment Opportunities	437,604.00	437,604.00
7415	Classified School Employee Summer Assistance Program	63,288.00	63,288.00
7435	Learning Recovery Emergency Block Grant	109,419.00	80,211.00
7810	Other Restricted State	73,832.00	73,832.00
9010	Other Restricted Local	398,812.00	541,237.00
Total, Restricted Balance		4,234,522.00	4,088,172.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	200,000.00	200,000.00	0.0%
5) TOTAL, REVENUES			200,000.00	200,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	200,000.00	200,000.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			200,000.00	200,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	102,644.00	102,644.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			102,644.00	102,644.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			102,644.00	102,644.00	0.0%
2) Ending Balance, June 30 (E + F1e)			102,644.00	102,644.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	102,644.00	102,644.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	107,576.48		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	5,444.53		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			113,021.01		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	10,377.96		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			10,377.96		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			102,643.05		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	200,000.00	200,000.00	0.0%
TOTAL, REVENUES			200,000.00	200,000.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	200,000.00	200,000.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			200,000.00	200,000.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			200,000.00	200,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	200,000.00	200,000.00	0.0%
5) TOTAL, REVENUES			200,000.00	200,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		200,000.00	200,000.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			200,000.00	200,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	102,644.00	102,644.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			102,644.00	102,644.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			102,644.00	102,644.00	0.0%
2) Ending Balance, June 30 (E + F1e)			102,644.00	102,644.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	102,644.00	102,644.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
8210	Student Activity Funds	102,644.00	102,644.00
Total, Restricted Balance		102,644.00	102,644.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	52,329.00	52,329.00	0.0%
3) Other State Revenue		8300-8599	359,064.00	359,064.00	0.0%
4) Other Local Revenue		8600-8799	2,000.00	2,000.00	0.0%
5) TOTAL, REVENUES			413,393.00	413,393.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	154,728.00	142,301.00	-8.0%
2) Classified Salaries		2000-2999	58,778.00	72,969.00	24.1%
3) Employee Benefits		3000-3999	95,298.00	63,199.00	-33.7%
4) Books and Supplies		4000-4999	27,979.00	29,565.00	5.7%
5) Services and Other Operating Expenditures		5000-5999	80,176.00	80,176.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	9,412.00	33,146.00	252.2%
9) TOTAL, EXPENDITURES			426,371.00	421,356.00	-1.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(12,978.00)	(7,963.00)	-38.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(12,978.00)	(7,963.00)	-38.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	95,146.00	82,168.00	-13.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			95,146.00	82,168.00	-13.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			95,146.00	82,168.00	-13.6%
2) Ending Balance, June 30 (E + F1e)			82,168.00	74,205.00	-9.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	82,168.00	74,205.00	-9.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	129,175.07		
1) Fair Value Adjustment to Cash in County Treasury		9111	444.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	14,511.87		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			144,130.94		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	2,124.91		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			2,124.91		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			142,006.03		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	52,329.00	52,329.00	0.0%
TOTAL, FEDERAL REVENUE			52,329.00	52,329.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	359,064.00	359,064.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			359,064.00	359,064.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	2,000.00	2,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,000.00	2,000.00	0.0%
TOTAL, REVENUES			413,393.00	413,393.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	90,581.00	88,201.00	-2.6%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	52,147.00	54,100.00	3.7%
Other Certificated Salaries		1900	12,000.00	0.00	-100.0%
TOTAL, CERTIFICATED SALARIES			154,728.00	142,301.00	-8.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	51,884.00	68,928.00	32.9%
Other Classified Salaries		2900	6,894.00	4,041.00	-41.4%
TOTAL, CLASSIFIED SALARIES			58,778.00	72,969.00	24.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	36,441.00	22,601.00	-38.0%
PERS		3201-3202	14,318.00	18,197.00	27.1%
OASDI/Medicare/Alternative		3301-3302	14,589.00	6,861.00	-53.0%
Health and Welfare Benefits		3401-3402	16,455.00	9,322.00	-43.3%
Unemployment Insurance		3501-3502	232.00	76.00	-67.2%
Workers' Compensation		3601-3602	7,795.00	2,452.00	-68.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	5,468.00	3,690.00	-32.5%
TOTAL, EMPLOYEE BENEFITS			95,298.00	63,199.00	-33.7%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	11,672.00	11,672.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	14,551.00	14,551.00	0.0%
Noncapitalized Equipment		4400	1,756.00	3,342.00	90.3%
TOTAL, BOOKS AND SUPPLIES			27,979.00	29,565.00	5.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	2,199.00	2,199.00	0.0%
Dues and Memberships		5300	600.00	600.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,885.00	1,885.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	75,492.00	75,492.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			80,176.00	80,176.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	9,412.00	33,146.00	252.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			9,412.00	33,146.00	252.2%
TOTAL, EXPENDITURES			426,371.00	421,356.00	-1.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	52,329.00	52,329.00	0.0%
3) Other State Revenue		8300-8599	359,064.00	359,064.00	0.0%
4) Other Local Revenue		8600-8799	2,000.00	2,000.00	0.0%
5) TOTAL, REVENUES			413,393.00	413,393.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		170,033.00	160,089.00	-5.8%
2) Instruction - Related Services	2000-2999		246,926.00	228,121.00	-7.6%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		9,412.00	33,146.00	252.2%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			426,371.00	421,356.00	-1.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(12,978.00)	(7,963.00)	-38.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(12,978.00)	(7,963.00)	-38.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	95,146.00	82,168.00	-13.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			95,146.00	82,168.00	-13.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			95,146.00	82,168.00	-13.6%
2) Ending Balance, June 30 (E + F1e)			82,168.00	74,205.00	-9.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	82,168.00	74,205.00	-9.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6371	CalWORKs for ROCP or Adult Education	203.00	203.00
6391	Adult Education Program	81,965.00	74,002.00
Total, Restricted Balance		82,168.00	74,205.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	918,885.00	918,885.00	0.0%
4) Other Local Revenue		8600-8799	4,000.00	4,000.00	0.0%
5) TOTAL, REVENUES			922,885.00	922,885.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	900.00	0.00	-100.0%
2) Classified Salaries		2000-2999	461,404.00	433,672.00	-6.0%
3) Employee Benefits		3000-3999	224,965.00	230,593.00	2.5%
4) Books and Supplies		4000-4999	213,582.00	236,334.00	10.7%
5) Services and Other Operating Expenditures		5000-5999	18,034.00	18,286.00	1.4%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			918,885.00	918,885.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,000.00	4,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4,000.00	4,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	31,915.00	35,915.00	12.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			31,915.00	35,915.00	12.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			31,915.00	35,915.00	12.5%
2) Ending Balance, June 30 (E + F1e)			35,915.00	39,915.00	11.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	14,527.00	14,527.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	21,388.00	25,388.00	18.7%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	442,293.54		
1) Fair Value Adjustment to Cash in County Treasury		9111	3,646.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	233,636.47		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			679,576.01		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	3,653.96		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			3,653.96		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			675,922.05		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	918,885.00	918,885.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			918,885.00	918,885.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	4,000.00	4,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,000.00	4,000.00	0.0%
TOTAL, REVENUES			922,885.00	922,885.00	0.0%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Certificated Teachers' Salaries		1100	900.00	0.00	-100.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			900.00	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	96,478.00	116,509.00	20.8%
Classified Support Salaries		2200	35,956.00	0.00	-100.0%
Classified Supervisors' and Administrators' Salaries		2300	180,846.00	207,079.00	14.5%
Clerical, Technical and Office Salaries		2400	43,450.00	0.00	-100.0%
Other Classified Salaries		2900	104,674.00	110,084.00	5.2%
TOTAL, CLASSIFIED SALARIES			461,404.00	433,672.00	-6.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	114,916.00	120,135.00	4.5%
OASDI/Medicare/Alternative		3301-3302	31,127.00	31,708.00	1.9%
Health and Welfare Benefits		3401-3402	70,793.00	72,664.00	2.6%
Unemployment Insurance		3501-3502	209.00	209.00	0.0%
Workers' Compensation		3601-3602	5,961.00	5,877.00	-1.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,959.00	0.00	-100.0%
TOTAL, EMPLOYEE BENEFITS			224,965.00	230,593.00	2.5%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	193,355.00	216,107.00	11.8%
Noncapitalized Equipment		4400	20,227.00	20,227.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			213,582.00	236,334.00	10.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	552.00	552.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	17,000.00	17,000.00	0.0%
Communications		5900	482.00	734.00	52.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			18,034.00	18,286.00	1.4%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			918,885.00	918,885.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	918,885.00	918,885.00	0.0%
4) Other Local Revenue		8600-8799	4,000.00	4,000.00	0.0%
5) TOTAL, REVENUES			922,885.00	922,885.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		517,448.00	569,263.00	10.0%
2) Instruction - Related Services	2000-2999		368,587.00	349,622.00	-5.1%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		32,850.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			918,885.00	918,885.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			4,000.00	4,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4,000.00	4,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	31,915.00	35,915.00	12.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			31,915.00	35,915.00	12.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			31,915.00	35,915.00	12.5%
2) Ending Balance, June 30 (E + F1e)			35,915.00	39,915.00	11.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	14,527.00	14,527.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	21,388.00	25,388.00	18.7%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5059	Early Education: ARP California State Preschool Program One-time Stipend	14,527.00	14,527.00
Total, Restricted Balance		14,527.00	14,527.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	345,000.00	355,000.00	2.9%
3) Other State Revenue		8300-8599	506,745.00	500,000.00	-1.3%
4) Other Local Revenue		8600-8799	83,800.00	81,057.00	-3.3%
5) TOTAL, REVENUES			935,545.00	936,057.00	0.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	338,814.00	379,774.00	12.1%
3) Employee Benefits		3000-3999	235,905.00	250,453.00	6.2%
4) Books and Supplies		4000-4999	678,446.00	589,441.00	-13.1%
5) Services and Other Operating Expenditures		5000-5999	23,377.00	25,967.00	11.1%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,276,542.00	1,245,635.00	-2.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(340,997.00)	(309,578.00)	-9.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	312,952.00	288,279.00	-7.9%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			312,952.00	288,279.00	-7.9%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(28,045.00)	(21,299.00)	-24.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	239,918.00	211,873.00	-11.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			239,918.00	211,873.00	-11.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			239,918.00	211,873.00	-11.7%
2) Ending Balance, June 30 (E + F1e)			211,873.00	190,574.00	-10.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	211,873.00	190,574.00	-10.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(172,975.87)		
1) Fair Value Adjustment to Cash in County Treasury		9111	332.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	6,491.09		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			(166,152.78)		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	1,143.50		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			1,143.50		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			(167,296.28)		
FEDERAL REVENUE					
Child Nutrition Programs		8220	345,000.00	355,000.00	2.9%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			345,000.00	355,000.00	2.9%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	506,745.00	500,000.00	-1.3%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			506,745.00	500,000.00	-1.3%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	80,007.00	80,007.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,000.00	1,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	2,793.00	50.00	-98.2%
TOTAL, OTHER LOCAL REVENUE			83,800.00	81,057.00	-3.3%
TOTAL, REVENUES			935,545.00	936,057.00	0.1%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	245,609.00	281,918.00	14.8%
Classified Supervisors' and Administrators' Salaries		2300	93,205.00	97,856.00	5.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			338,814.00	379,774.00	12.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	97,113.00	108,510.00	11.7%
OASDI/Medicare/Alternative		3301-3302	24,334.00	26,796.00	10.1%
Health and Welfare Benefits		3401-3402	102,049.00	101,855.00	-0.2%
Unemployment Insurance		3501-3502	250.00	179.00	-28.4%
Workers' Compensation		3601-3602	5,182.00	5,497.00	6.1%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	6,977.00	7,616.00	9.2%
TOTAL, EMPLOYEE BENEFITS			235,905.00	250,453.00	6.2%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	20,083.00	12,502.00	-37.7%
Noncapitalized Equipment		4400	3,171.00	3,171.00	0.0%
Food		4700	655,192.00	573,768.00	-12.4%
TOTAL, BOOKS AND SUPPLIES			678,446.00	589,441.00	-13.1%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	50.00	50.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	2,581.00	New
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	10,490.00	10,490.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	12,722.00	12,731.00	0.1%
Communications		5900	115.00	115.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			23,377.00	25,967.00	11.1%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,276,542.00	1,245,635.00	-2.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	312,952.00	288,279.00	-7.9%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			312,952.00	288,279.00	-7.9%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			312,952.00	288,279.00	-7.9%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	345,000.00	355,000.00	2.9%
3) Other State Revenue		8300-8599	506,745.00	500,000.00	-1.3%
4) Other Local Revenue		8600-8799	83,800.00	81,057.00	-3.3%
5) TOTAL, REVENUES			935,545.00	936,057.00	0.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		1,276,542.00	1,243,054.00	-2.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	2,581.00	New
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,276,542.00	1,245,635.00	-2.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(340,997.00)	(309,578.00)	-9.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	312,952.00	288,279.00	-7.9%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			312,952.00	288,279.00	-7.9%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(28,045.00)	(21,299.00)	-24.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	239,918.00	211,873.00	-11.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			239,918.00	211,873.00	-11.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			239,918.00	211,873.00	-11.7%
2) Ending Balance, June 30 (E + F1e)			211,873.00	190,574.00	-10.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	211,873.00	190,574.00	-10.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	198,522.00	184,727.00
7028	Child Nutrition: Kitchen Infrastructure Upgrade Funds	8,356.00	852.00
7029	Child Nutrition: Food Service Staff Training Funds	4,995.00	4,995.00
Total, Restricted Balance		211,873.00	190,574.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5.00	5.00	0.0%
5) TOTAL, REVENUES			5.00	5.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			5.00	5.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5.00	5.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	262.00	267.00	1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			262.00	267.00	1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			262.00	267.00	1.9%
2) Ending Balance, June 30 (E + F1e)			267.00	272.00	1.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	267.00	272.00	1.9%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	271.03		
1) Fair Value Adjustment to Cash in County Treasury		9111	3.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			274.03		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			274.03		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	5.00	5.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5.00	5.00	0.0%
TOTAL, REVENUES			5.00	5.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5.00	5.00	0.0%
5) TOTAL, REVENUES			5.00	5.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			5.00	5.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5.00	5.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	262.00	267.00	1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			262.00	267.00	1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			262.00	267.00	1.9%
2) Ending Balance, June 30 (E + F1e)			267.00	272.00	1.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	267.00	272.00	1.9%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	28,064.00	10,000.00	-64.4%
5) TOTAL, REVENUES			28,064.00	10,000.00	-64.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			28,064.00	10,000.00	-64.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	500,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			500,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			528,064.00	10,000.00	-98.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,571,183.00	4,099,247.00	14.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,571,183.00	4,099,247.00	14.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,571,183.00	4,099,247.00	14.8%
2) Ending Balance, June 30 (E + F1e)			4,099,247.00	4,109,247.00	0.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	4,099,247.00	4,109,247.00	0.2%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	3,598,341.62		
1) Fair Value Adjustment to Cash in County Treasury		9111	903.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			3,599,244.62		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			3,599,244.62		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	26,475.00	10,000.00	-62.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	1,589.00	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			28,064.00	10,000.00	-64.4%
TOTAL, REVENUES			28,064.00	10,000.00	-64.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	500,000.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			500,000.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			500,000.00	0.00	-100.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	28,064.00	10,000.00	-64.4%
5) TOTAL, REVENUES			28,064.00	10,000.00	-64.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			28,064.00	10,000.00	-64.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	500,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			500,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			528,064.00	10,000.00	-98.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,571,183.00	4,099,247.00	14.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,571,183.00	4,099,247.00	14.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,571,183.00	4,099,247.00	14.8%
2) Ending Balance, June 30 (E + F1e)			4,099,247.00	4,109,247.00	0.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	4,099,247.00	4,109,247.00	0.2%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,201,705.00	0.00	-100.0%
5) TOTAL, REVENUES			1,201,705.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	282,139.00	(1.00)	-100.0%
3) Employee Benefits		3000-3999	83,115.00	1.00	-100.0%
4) Books and Supplies		4000-4999	265,911.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	2,635,642.00	0.00	-100.0%
6) Capital Outlay		6000-6999	34,320,447.00	8,727,661.00	-74.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			37,587,254.00	8,727,661.00	-76.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(36,385,549.00)	(8,727,661.00)	-76.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	44,672,888.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			44,672,888.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			8,287,339.00	(8,727,661.00)	-205.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	50,366,059.00	58,653,398.00	16.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			50,366,059.00	58,653,398.00	16.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			50,366,059.00	58,653,398.00	16.5%
2) Ending Balance, June 30 (E + F1e)			58,653,398.00	49,925,737.00	-14.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	58,653,398.00	49,925,737.00	-14.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	70,005,021.89		
1) Fair Value Adjustment to Cash in County Treasury		9111	586,796.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			70,591,817.89		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	601.09		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			601.09		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			70,591,216.80		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,201,705.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,201,705.00	0.00	-100.0%
TOTAL, REVENUES			1,201,705.00	0.00	-100.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	242,158.00	(1.00)	-100.0%
Clerical, Technical and Office Salaries		2400	39,981.00	0.00	-100.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			282,139.00	(1.00)	-100.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	35,090.00	1.00	-100.0%
PERS		3201-3202	14,803.00	0.00	-100.0%
OASDI/Medicare/Alternative		3301-3302	6,559.00	2.00	-100.0%
Health and Welfare Benefits		3401-3402	22,271.00	(4.00)	-100.0%
Unemployment Insurance		3501-3502	111.00	1.00	-99.1%
Workers' Compensation		3601-3602	3,378.00	0.00	-100.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	903.00	1.00	-99.9%
TOTAL, EMPLOYEE BENEFITS			83,115.00	1.00	-100.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	72,064.00	0.00	-100.0%
Noncapitalized Equipment		4400	193,847.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			265,911.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	304.00	0.00	-100.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	374,556.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,260,782.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,635,642.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	344,622.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	33,855,649.00	8,727,661.00	-74.2%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	120,176.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			34,320,447.00	8,727,661.00	-74.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			37,587,254.00	8,727,661.00	-76.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	44,672,888.00	0.00	-100.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			44,672,888.00	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			44,672,888.00	0.00	-100.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,201,705.00	0.00	-100.0%
5) TOTAL, REVENUES			1,201,705.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		37,587,254.00	8,727,661.00	-76.8%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			37,587,254.00	8,727,661.00	-76.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(36,385,549.00)	(8,727,661.00)	-76.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	44,672,888.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			44,672,888.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			8,287,339.00	(8,727,661.00)	-205.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	50,366,059.00	58,653,398.00	16.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			50,366,059.00	58,653,398.00	16.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			50,366,059.00	58,653,398.00	16.5%
2) Ending Balance, June 30 (E + F1e)			58,653,398.00	49,925,737.00	-14.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	58,653,398.00	49,925,737.00	-14.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	58,653,398.00	49,925,737.00
Total, Restricted Balance		58,653,398.00	49,925,737.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	648,871.00	50,000.00	-92.3%
5) TOTAL, REVENUES			648,871.00	50,000.00	-92.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	12,441.00	12,441.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			12,441.00	12,441.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			636,430.00	37,559.00	-94.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			636,430.00	37,559.00	-94.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,782,534.00	3,418,964.00	22.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,782,534.00	3,418,964.00	22.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,782,534.00	3,418,964.00	22.9%
2) Ending Balance, June 30 (E + F1e)			3,418,964.00	3,456,523.00	1.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,418,964.00	3,456,523.00	1.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	3,407,886.66		
1) Fair Value Adjustment to Cash in County Treasury		9111	32,007.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			3,439,893.66		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			3,439,893.66		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	87,676.00	50,000.00	-43.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	53,891.00	0.00	-100.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	507,304.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			648,871.00	50,000.00	-92.3%
TOTAL, REVENUES			648,871.00	50,000.00	-92.3%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	12,441.00	12,441.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			12,441.00	12,441.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			12,441.00	12,441.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	648,871.00	50,000.00	-92.3%
5) TOTAL, REVENUES			648,871.00	50,000.00	-92.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		12,441.00	12,441.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			12,441.00	12,441.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			636,430.00	37,559.00	-94.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			636,430.00	37,559.00	-94.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,782,534.00	3,418,964.00	22.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,782,534.00	3,418,964.00	22.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,782,534.00	3,418,964.00	22.9%
2) Ending Balance, June 30 (E + F1e)			3,418,964.00	3,456,523.00	1.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,418,964.00	3,456,523.00	1.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	3,418,964.00	3,456,523.00
Total, Restricted Balance		3,418,964.00	3,456,523.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	98,684.00	0.00	-100.0%
5) TOTAL, REVENUES			98,684.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	607,787.00	0.00	-100.0%
6) Capital Outlay		6000-6999	413,876.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,021,663.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(922,979.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	4,005,298.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,005,298.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,928,277.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,928,277.00	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,928,277.00	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,928,277.00	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	4,123,326.89		
1) Fair Value Adjustment to Cash in County Treasury		9111	39,945.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			4,163,271.89		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			4,163,271.89		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	98,684.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			98,684.00	0.00	-100.0%
TOTAL, REVENUES			98,684.00	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	607,787.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			607,787.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	413,876.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			413,876.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,021,663.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	3,505,298.00	0.00	-100.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	500,000.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			4,005,298.00	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(4,005,298.00)	0.00	-100.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	98,684.00	0.00	-100.0%
5) TOTAL, REVENUES			98,684.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		1,021,663.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,021,663.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(922,979.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	4,005,298.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,005,298.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,928,277.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,928,277.00	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,928,277.00	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,928,277.00	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,271,061.20	6,271,061.20	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,271,061.20	6,271,061.20	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,271,061.20	6,271,061.20	0.0%
2) Ending Balance, June 30 (E + F1e)			6,271,061.20	6,271,061.20	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	6,271,061.20	6,271,061.20	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,271,061.20	6,271,061.20	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,271,061.20	6,271,061.20	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,271,061.20	6,271,061.20	0.0%
2) Ending Balance, June 30 (E + F1e)			6,271,061.20	6,271,061.20	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	6,271,061.20	6,271,061.20	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	6,271,061.20	6,271,061.20
Total, Restricted Balance		6,271,061.20	6,271,061.20

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	2,225.35	2,225.35	2,432.93	2,300.00	2,300.00	2,339.23
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	2,225.35	2,225.35	2,432.93	2,300.00	2,300.00	2,339.23
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	8.99	8.99	8.99	8.57	8.57	8.57
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	8.99	8.99	8.99	8.57	8.57	8.57
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	2,234.34	2,234.34	2,441.92	2,308.57	2,308.57	2,347.80
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(33,146.00)				
Other Sources/Uses Detail					0.00	288,279.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	33,146.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					288,279.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

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

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	33,146.00	(33,146.00)	288,279.00	288,279.00		

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			3,207,380.23	11,567,210.23	7,637,704.23	4,311,483.23	3,000,804.37	1,292,233.37	13,441,364.37	13,350,707.37
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		51,069.00	51,069.00	209,313.00	91,923.00	91,923.00	209,313.00	91,923.00	91,923.00
Property Taxes	8020-8079		2,162.00	8,651.00	537.00	1,233,903.00	1,600,010.00	14,822,784.00	2,764,792.00	285,886.00
Miscellaneous Funds	8080-8099				47,623.00			1,501,264.00		
Federal Revenue	8100-8299			2,017.00	69,706.00		5,202.00	13,362.00	96,570.00	16,136.00
Other State Revenue	8300-8599		48,303.00	146,603.00	277,865.00	495,476.00	198,661.00	444,921.00	256,610.00	423,057.00
Other Local Revenue	8600-8799		29,754.00		14,854.00		54,086.00	490,924.00	462,961.00	60,606.00
Interfund Transfers In	8900-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			131,288.00	208,340.00	619,898.00	1,821,302.00	1,949,882.00	17,482,568.00	3,672,856.00	877,608.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		253,545.00	1,576,907.00	1,660,543.00	1,716,885.00	1,719,401.00	1,688,918.00	1,664,891.00	1,678,474.00
Classified Salaries	2000-2999		339,109.00	460,879.00	921,272.00	763,266.00	770,145.00	795,542.00	808,732.00	777,137.00
Employee Benefits	3000-3999		363,716.00	795,803.00	1,044,093.00	987,091.00	982,964.00	1,010,556.00	1,007,565.00	1,040,061.00
Books and Supplies	4000-4999		12,064.00	50,087.00	283,840.00	32,624.00	56,945.00	54,217.00	43,127.00	40,761.00
Services	5000-5999		694,706.00	313,223.00	302,009.00	368,151.00	596,353.00	834,644.00	557,751.00	486,770.00
Capital Outlay	6000-6999					63.00		188.00		
Other Outgo	7000-7499		28,459.00	23,705.00	2,943.00		1,469.00		30,462.00	
Interfund Transfers Out	7600-7629									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			1,691,599.00	3,220,604.00	4,214,700.00	3,868,080.00	4,127,277.00	4,384,065.00	4,112,528.00	4,023,203.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299	(2,285,974.00)	59,518.00	106,319.00	229,651.00	1,890,486.00				
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		(2,285,974.00)	59,518.00	106,319.00	229,651.00	1,890,486.00	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	3,072,607.09	1,139,377.00	1,023,561.00	(38,930.00)	478,536.00	(468,824.00)	949,372.00	(349,015.00)	(110,059.00)
Due To Other Funds	9610									
Current Loans	9640		(11,000,000.00)							
Unearned Revenues	9650	675,850.86				675,850.86				
Deferred Inflows of Resources	9690									
SUBTOTAL		3,748,457.95	(9,860,623.00)	1,023,561.00	(38,930.00)	1,154,386.86	(468,824.00)	949,372.00	(349,015.00)	(110,059.00)
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(6,034,431.95)	9,920,141.00	(917,242.00)	268,581.00	736,099.14	468,824.00	(949,372.00)	349,015.00	110,059.00
E. NET INCREASE/DECREASE (B - C + D)			8,359,830.00	(3,929,506.00)	(3,326,221.00)	(1,310,678.86)	(1,708,571.00)	12,149,131.00	(90,657.00)	(3,035,536.00)
F. ENDING CASH (A + E)			11,567,210.23	7,637,704.23	4,311,483.23	3,000,804.37	1,292,233.37	13,441,364.37	13,350,707.37	10,315,171.37
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		10,315,171.37	8,528,217.37	16,101,314.37	15,661,641.28				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	209,313.00	91,923.00	91,923.00	117,390.00	91,926.00		1,490,931.00	1,490,931.00
Property Taxes	8020-8079	2,247,057.00	9,203,077.00	3,254,744.00	907,389.00			36,330,992.00	36,330,992.00
Miscellaneous Funds	8080-8099	19,711.00	1,513,402.00					3,082,000.00	3,082,000.00
Federal Revenue	8100-8299	21,311.00	35,667.00		45,680.00	747,649.00		1,053,300.00	1,053,300.00
Other State Revenue	8300-8599	311,007.00	251,218.00	308,480.00	602,590.00	1,559,251.00		5,324,042.00	5,324,042.00
Other Local Revenue	8600-8799	94,246.00	525,797.00	111,420.00	913,006.00	1,108,864.00		3,866,518.00	3,866,517.00
Interfund Transfers In	8900-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		2,902,645.00	11,621,084.00	3,766,567.00	2,586,055.00	3,507,690.00	0.00	51,147,783.00	51,147,782.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,727,713.00	1,725,715.00	1,750,062.00	2,031,802.00	0.00		19,194,856.00	19,194,856.00
Classified Salaries	2000-2999	797,269.00	718,692.00	765,065.00	1,296,048.00	526,088.00		9,739,244.00	9,739,244.00
Employee Benefits	3000-3999	1,044,870.00	1,004,702.00	1,047,551.00	1,243,754.00	2,386,164.00		13,958,890.00	13,958,890.00
Books and Supplies	4000-4999	39,029.00	42,219.00	62,384.00	81,164.00	348,950.00		1,147,411.00	1,147,411.00
Services	5000-5999	475,442.00	598,502.00	646,901.00	983,231.00	784,986.00		7,642,669.00	7,642,669.00
Capital Outlay	6000-6999		3,099.00	1,962.00	650.00	657.00		6,619.00	6,619.00
Other Outgo	7000-7499	44,060.00			12,755.00	52,469.00		196,322.00	196,322.00
Interfund Transfers Out	7600-7629				288,279.00			288,279.00	288,279.00
All Other Financing Uses	7630-7699							0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		4,128,383.00	4,092,929.00	4,273,925.00	5,937,683.00	4,099,314.00	0.00	52,174,290.00	52,174,290.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							2,285,974.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	2,285,974.00	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	561,216.00	(44,942.00)	(67,684.91)				3,072,607.09	
Due To Other Funds	9610							0.00	
Current Loans	9640				11,000,000.00			0.00	
Unearned Revenues	9650							675,850.86	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		561,216.00	(44,942.00)	(67,684.91)	11,000,000.00	0.00	0.00	3,748,457.95	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(561,216.00)	44,942.00	67,684.91	(11,000,000.00)	0.00	0.00	(1,462,483.95)	
E. NET INCREASE/DECREASE (B - C + D)		(1,786,954.00)	7,573,097.00	(439,673.09)	(14,351,628.00)	(591,624.00)	0.00	(2,488,990.95)	(1,026,508.00)
F. ENDING CASH (A + E)		8,528,217.37	16,101,314.37	15,661,641.28	1,310,013.28				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								718,389.28	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			1,310,013.28	9,634,838.42	5,357,490.23	2,092,944.52	2,280,494.01	709,977.35	13,066,911.30	13,133,419.08
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		51,069.00	51,069.00	207,351.50	91,923.00	91,923.00	207,351.50	91,923.00	91,923.00
Property Taxes	8020-8079		2,238.22	8,955.98	555.93	1,277,403.33	1,656,417.16	15,345,350.18	2,862,262.68	295,964.70
Miscellaneous Funds	8080-8099				49,194.56			1,550,805.71		
Federal Revenue	8100-8299			2,083.56	72,006.30		5,373.67	13,802.95	99,756.82	16,668.49
Other State Revenue	8300-8599		50,044.18	151,887.61	287,881.21	513,336.45	205,822.14	460,959.09	265,860.03	438,306.96
Other Local Revenue	8600-8799		30,878.88		15,415.57		56,130.78	509,483.93	480,463.75	62,897.28
Interfund Transfers In	8900-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			134,230.28	213,996.15	632,405.07	1,882,662.78	2,015,666.75	18,087,753.36	3,800,266.28	905,760.43
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		261,459.68	1,626,131.84	1,712,378.63	1,770,479.41	1,773,073.94	1,741,639.39	1,716,862.36	1,730,869.36
Classified Salaries	2000-2999		358,626.86	487,405.50	974,297.02	807,196.78	814,471.71	841,330.47	855,279.63	821,866.14
Employee Benefits	3000-3999		363,976.90	796,373.85	1,044,841.95	987,799.06	983,669.10	1,011,280.89	1,008,287.75	1,040,807.06
Books and Supplies	4000-4999		11,504.54	47,764.27	270,677.21	31,111.10	54,304.23	51,702.74	41,127.03	38,870.75
Services	5000-5999		681,071.25	307,075.48	296,081.57	360,925.43	584,648.59	818,262.73	546,804.22	477,216.33
Capital Outlay	6000-6999									
Other Outgo	7000-7499		28,994.63	24,151.15	2,998.39		1,496.65		31,035.33	
Interfund Transfers Out	7600-7629									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			1,705,633.86	3,288,902.09	4,301,274.77	3,957,511.78	4,211,664.22	4,464,216.22	4,199,396.32	4,109,629.64
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299	(3,507,689.00)	91,326.78	163,140.08	352,385.59	2,900,836.55				
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		(3,507,689.00)	91,326.78	163,140.08	352,385.59	2,900,836.55	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	4,099,314.00	1,520,098.06	1,365,582.33	(51,938.40)	638,438.06	(625,480.81)	1,266,603.19	(465,637.82)	(146,835.04)
Due To Other Funds	9610									
Current Loans	9640		(12,000,000.00)							
Unearned Revenues	9650	675,000.00	675,000.00							
Deferred Inflows of Resources	9690									
SUBTOTAL		4,774,314.00	(9,804,901.94)	1,365,582.33	(51,938.40)	638,438.06	(625,480.81)	1,266,603.19	(465,637.82)	(146,835.04)
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(8,282,003.00)	9,896,228.72	(1,202,442.25)	404,323.99	2,262,398.49	625,480.81	(1,266,603.19)	465,637.82	146,835.04
E. NET INCREASE/DECREASE (B - C + D)			8,324,825.14	(4,277,348.19)	(3,264,545.71)	187,549.49	(1,570,516.66)	12,356,933.95	66,507.78	(3,057,034.17)
F. ENDING CASH (A + E)			9,634,838.42	5,357,490.23	2,092,944.52	2,280,494.01	709,977.35	13,066,911.30	13,133,419.08	10,076,384.91
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		10,076,384.91	8,105,028.16	15,992,405.91	3,623,561.04				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	207,351.50	91,923.00	91,923.00	115,428.50	91,926.00		1,483,085.00	1,483,085.00
Property Taxes	8020-8079	2,326,275.32	9,527,524.61	3,369,487.57	939,378.32			37,611,814.00	37,611,814.00
Miscellaneous Funds	8080-8099	20,361.46	1,563,344.27					3,183,706.00	3,183,706.00
Federal Revenue	8100-8299	22,014.27	36,844.01		47,187.45	772,321.48		1,088,059.00	1,088,059.00
Other State Revenue	8300-8599	322,217.88	260,273.67	319,599.79	624,311.59	1,615,457.40		5,515,958.00	5,515,958.00
Other Local Revenue	8600-8799	97,809.07	545,675.34	115,632.36	947,523.20	1,150,785.81		4,012,695.97	4,012,696.00
Interfund Transfers In	8900-8929							0.00	
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		2,996,029.50	12,025,584.90	3,896,642.72	2,673,829.06	3,630,490.69	0.00	52,895,317.97	52,895,318.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,781,645.41	1,779,585.04	1,804,692.06	2,095,226.88			19,794,044.00	19,794,044.00
Classified Salaries	2000-2999	843,156.87	760,057.26	809,099.32	1,370,643.75	556,367.69		10,299,799.00	10,299,799.00
Employee Benefits	3000-3999	1,045,619.51	1,005,422.69	1,048,302.43	1,244,646.17	2,387,875.64		13,968,903.00	13,968,903.00
Books and Supplies	4000-4999	37,219.07	40,261.14	59,491.01	77,400.10	332,767.81		1,094,201.00	1,094,201.00
Services	5000-5999	466,110.67	586,755.41	634,204.50	963,933.47	769,579.35		7,492,669.00	7,492,669.00
Capital Outlay	6000-6999							0.00	
Other Outgo	7000-7499	44,889.26	26,084.91		12,995.06	27,371.62		200,017.00	200,017.00
Interfund Transfers Out	7600-7629				300,000.00			300,000.00	300,000.00
All Other Financing Uses	7630-7699							0.00	

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		4,218,640.79	4,198,166.45	4,355,789.32	6,064,845.43	4,073,962.11	0.00	53,149,633.00	53,149,633.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							3,507,689.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	3,507,689.00	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	748,745.46	(59,959.30)	(90,301.73)				4,099,314.00	
Due To Other Funds	9610							0.00	
Current Loans	9640			12,000,000.00				0.00	
Unearned Revenues	9650							675,000.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		748,745.46	(59,959.30)	11,909,698.27	0.00	0.00	0.00	4,774,314.00	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(748,745.46)	59,959.30	(11,909,698.27)	0.00	0.00	0.00	(1,266,625.00)	
E. NET INCREASE/DECREASE (B - C + D)		(1,971,356.75)	7,887,377.75	(12,368,844.87)	(3,391,016.37)	(443,471.42)	0.00	(1,520,940.03)	(254,315.00)
F. ENDING CASH (A + E)		8,105,028.16	15,992,405.91	3,623,561.04	232,544.67				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								(210,926.75)	

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	37,821,923.00	3.37%	39,094,899.00	2.87%	40,216,467.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	710,336.00	5.58%	750,000.00	3.09%	773,175.00
4. Other Local Revenues	8600-8799	732,252.00	5.84%	775,000.00	3.09%	798,948.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(9,132,847.00)	-1.64%	(8,982,847.00)	0.00%	(8,982,847.00)
6. Total (Sum lines A1 thru A5c)		30,131,664.00	5.00%	31,637,052.00	3.69%	32,805,743.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				14,621,788.00		15,081,826.00
b. Step & Column Adjustment				262,105.00		258,313.00
c. Cost-of-Living Adjustment				649,457.00		
d. Other Adjustments				(451,524.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	14,621,788.00	3.15%	15,081,826.00	1.71%	15,340,139.00
2. Classified Salaries						
a. Base Salaries				4,840,823.00		5,118,572.00
b. Step & Column Adjustment				96,123.00		102,371.00
c. Cost-of-Living Adjustment				216,278.00		
d. Other Adjustments				(34,652.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,840,823.00	5.74%	5,118,572.00	2.00%	5,220,943.00
3. Employee Benefits	3000-3999	7,837,286.00	-0.12%	7,828,207.00	1.62%	7,954,998.00
4. Books and Supplies	4000-4999	378,210.00	-7.46%	350,000.00	5.71%	370,000.00
5. Services and Other Operating Expenditures	5000-5999	3,131,080.00	-3.19%	3,031,080.00	2.27%	3,100,000.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	59,468.00	0.00%	59,468.00	3.09%	61,306.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(145,112.00)	0.00%	(145,112.00)	3.09%	(149,596.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	288,279.00	4.07%	300,000.00	0.00%	300,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		31,011,822.00	1.97%	31,624,041.00	1.81%	32,197,790.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(880,158.00)		13,011.00		607,953.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		2,494,370.00		1,614,212.00		1,627,223.00
2. Ending Fund Balance (Sum lines C and D1)		1,614,212.00		1,627,223.00		2,235,176.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	25,000.00		25,000.00		25,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	23,983.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,565,229.00		1,594,489.00		1,617,672.00
2. Unassigned/Unappropriated	9790	0.00		7,734.00		592,504.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,614,212.00		1,627,223.00		2,235,176.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,565,229.00		1,594,489.00		1,617,672.00
c. Unassigned/Unappropriated	9790	0.00		7,734.00		592,504.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750			0.00		
b. Reserve for Economic Uncertainties	9789	4,109,247.00		4,109,247.00		4,109,247.00
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		5,674,476.00		5,711,470.00		6,319,423.00

F. ASSUMPTIONS

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

The MYP includes a combined reduction of $486,176 in certificated and classified salary expenditures in 2027-28 ($451,524 certificated and $34,652 classified) to align staffing levels with projected enrollment trends. These adjustments reflect the District's ongoing right-sizing efforts through attrition, retirements, vacancy management, and organizational review while maintaining core educational programs and essential student services. Aligning staffing costs with enrollment projections supports the District's long-term fiscal stability and helps ensure resources are allocated efficiently to meet student needs.

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	3,082,000.00	3.30%	3,183,706.00	3.09%	3,282,083.00
2. Federal Revenues	8100-8299	1,053,300.00	3.30%	1,088,059.00	3.09%	1,121,680.00
3. Other State Revenues	8300-8599	4,613,706.00	3.30%	4,765,958.00	3.09%	4,913,226.00
4. Other Local Revenues	8600-8799	3,134,265.00	3.30%	3,237,696.00	3.09%	3,337,741.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	9,132,847.00	-1.64%	8,982,847.00	0.00%	8,982,847.00
6. Total (Sum lines A1 thru A5c)		21,016,118.00	1.15%	21,258,266.00	1.78%	21,637,577.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				4,573,068.00		4,712,219.00
b. Step & Column Adjustment				91,461.00		94,244.00
c. Cost-of-Living Adjustment				209,904.00		
d. Other Adjustments				(162,214.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,573,068.00	3.04%	4,712,219.00	2.00%	4,806,463.00
2. Classified Salaries						
a. Base Salaries				4,898,421.00		5,181,227.00
b. Step & Column Adjustment				97,968.00		103,625.00
c. Cost-of-Living Adjustment				224,838.00		
d. Other Adjustments				(40,000.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,898,421.00	5.77%	5,181,227.00	2.00%	5,284,852.00
3. Employee Benefits	3000-3999	6,121,604.00	0.31%	6,140,696.00	1.18%	6,213,242.00
4. Books and Supplies	4000-4999	769,201.00	-3.25%	744,201.00	-3.36%	719,201.00
5. Services and Other Operating Expenditures	5000-5999	4,511,589.00	-1.11%	4,461,589.00	-1.12%	4,411,589.00
6. Capital Outlay	6000-6999	6,619.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	170,000.00	0.00%	170,000.00	0.00%	170,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	111,966.00	3.30%	115,661.00	3.09%	119,235.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		21,162,468.00	1.72%	21,525,593.00	0.92%	21,724,582.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(146,350.00)		(267,327.00)		(87,005.00)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,234,522.00		4,088,172.00		3,820,845.00
2. Ending Fund Balance (Sum lines C and D1)		4,088,172.00		3,820,845.00		3,733,840.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	4,088,172.00		3,820,856.00		3,733,851.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		(11.00)		(11.00)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,088,172.00		3,820,845.00		3,733,840.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

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

The MYP includes a combined reduction of $202,214 in certificated and classified salary expenditures in 2027-28 ($162,214 certificated and $40,000 classified) to align staffing levels with projected enrollment trends. These adjustments reflect the District's ongoing right-sizing efforts through attrition, retirements, vacancy management, and organizational review while maintaining core educational programs and essential student services. Aligning staffing costs with enrollment projections supports the District's long-term fiscal stability and helps ensure resources are allocated efficiently to meet student needs.

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	40,903,923.00	3.36%	42,278,605.00	2.89%	43,498,550.00
2. Federal Revenues	8100-8299	1,053,300.00	3.30%	1,088,059.00	3.09%	1,121,680.00
3. Other State Revenues	8300-8599	5,324,042.00	3.60%	5,515,958.00	3.09%	5,686,401.00
4. Other Local Revenues	8600-8799	3,866,517.00	3.78%	4,012,696.00	3.09%	4,136,689.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		51,147,782.00	3.42%	52,895,318.00	2.93%	54,443,320.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				19,194,856.00		19,794,045.00
b. Step & Column Adjustment				353,566.00		352,557.00
c. Cost-of-Living Adjustment				859,361.00		0.00
d. Other Adjustments				(613,738.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	19,194,856.00	3.12%	19,794,045.00	1.78%	20,146,602.00
2. Classified Salaries						
a. Base Salaries				9,739,244.00		10,299,799.00
b. Step & Column Adjustment				194,091.00		205,996.00
c. Cost-of-Living Adjustment				441,116.00		0.00
d. Other Adjustments				(74,652.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	9,739,244.00	5.76%	10,299,799.00	2.00%	10,505,795.00
3. Employee Benefits	3000-3999	13,958,890.00	0.07%	13,968,903.00	1.43%	14,168,240.00
4. Books and Supplies	4000-4999	1,147,411.00	-4.64%	1,094,201.00	-0.46%	1,089,201.00
5. Services and Other Operating Expenditures	5000-5999	7,642,669.00	-1.96%	7,492,669.00	0.25%	7,511,589.00
6. Capital Outlay	6000-6999	6,619.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	229,468.00	0.00%	229,468.00	0.80%	231,306.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(33,146.00)	-11.15%	(29,451.00)	3.09%	(30,361.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	288,279.00	4.07%	300,000.00	0.00%	300,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		52,174,290.00	1.87%	53,149,634.00	1.45%	53,922,372.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(1,026,508.00)		(254,316.00)		520,948.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		6,728,892.00		5,702,384.00		5,448,068.00
2. Ending Fund Balance (Sum lines C and D1)		5,702,384.00		5,448,068.00		5,969,016.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	25,000.00		25,000.00		25,000.00
b. Restricted	9740	4,088,172.00		3,820,856.00		3,733,851.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	23,983.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,565,229.00		1,594,489.00		1,617,672.00
2. Unassigned/Unappropriated	9790	0.00		7,723.00		592,493.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,702,384.00		5,448,068.00		5,969,016.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,565,229.00		1,594,489.00		1,617,672.00
c. Unassigned/Unappropriated	9790	0.00		7,734.00		592,504.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			(11.00)		(11.00)
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	4,109,247.00		4,109,247.00		4,109,247.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		5,674,476.00		5,711,459.00		6,319,412.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		10.88%		10.75%		11.72%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		2,300.00		2,266.07		2,214.68
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		52,174,290.00		53,149,634.00		53,922,372.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		52,174,290.00		53,149,634.00		53,922,372.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,565,228.70		1,594,489.02		1,617,671.16
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,565,228.70		1,594,489.02		1,617,671.16
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

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

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

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

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

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

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	2,300
District's ADA Standard Percentage Level:	**1.0%**

1A. Calculating the District's ADA Variances

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

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2023-24)				
District Regular	2,440	2,704		
Charter School				
Total ADA	**2,440**	**2,704**	**N/A**	**Met**
Second Prior Year (2024-25)				
District Regular	2,352	2,535		
Charter School				
Total ADA	**2,352**	**2,535**	**N/A**	**Met**
First Prior Year (2025-26)				
District Regular	2,225	2,433		
Charter School		0		
Total ADA	**2,225**	**2,433**	**N/A**	**Met**
Budget Year (2026-27)				
District Regular	2,339			
Charter School	0			
Total ADA	**2,339**			

1B. Comparison of District ADA to the Standard

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

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

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

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

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	2,300
District's Enrollment Standard Percentage Level:	**1.0%**

2A. Calculating the District's Enrollment Variances

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

Fiscal Year	Enrollment Budget	Enrollment CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2023-24)				
District Regular	2,663	2,663		
Charter School				
Total Enrollment	**2,663**	**2,663**	**0.0%**	**Met**
Second Prior Year (2024-25)				
District Regular	2,564	2,562		
Charter School				
Total Enrollment	**2,564**	**2,562**	**0.1%**	**Met**
First Prior Year (2025-26)				
District Regular	2,504	2,561		
Charter School				
Total Enrollment	**2,504**	**2,561**	**N/A**	**Met**
Budget Year (2026-27)				
District Regular	2,483			
Charter School				
Total Enrollment	**2,483**			

2B. Comparison of District Enrollment to the Standard

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

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

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

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

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

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2023-24)			
District Regular	2,450	2,663	
Charter School		0	
Total ADA/Enrollment	**2,450**	**2,663**	**92.0%**
Second Prior Year (2024-25)			
District Regular	2,359	2,562	
Charter School	0		
Total ADA/Enrollment	**2,359**	**2,562**	**92.1%**
First Prior Year (2025-26)			
District Regular	2,225	2,561	
Charter School			
Total ADA/Enrollment	**2,225**	**2,561**	**86.9%**
		Historical Average Ratio:	90.3%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**90.8%**

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

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

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2026-27)				
District Regular	2,300	2,483		
Charter School	0			
Total ADA/Enrollment	**2,300**	**2,483**	**92.6%**	**Not Met**
1st Subsequent Year (2027-28)				
District Regular	2,314	2,455		
Charter School				
Total ADA/Enrollment	**2,314**	**2,455**	**94.3%**	**Not Met**
2nd Subsequent Year (2028-29)				
District Regular	2,187	2,414		
Charter School				
Total ADA/Enrollment	**2,187**	**2,414**	**90.6%**	**Met**

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

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

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

Explanation:
(required if NOT met)

Updated enrollment projections

4. CRITERION: LCFF Revenue

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

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

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

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: Basic Aid

4A1. Calculating the District's LCFF Revenue Standard

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

Projected LCFF Revenue

		Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	2,441.92	2,347.80	2,308.57	2,274.64
b.	Prior Year ADA (Funded)		2,441.92	2,347.80	2,308.57
c.	Difference (Step 1a minus Step 1b)		(94.12)	(39.23)	(33.93)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(3.85%)	(1.67%)	(1.47%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		31,350,126.00	31,078,233.00	31,078,233.00
b1.	COLA percentage				
b2.	COLA amount (proxy for purposes of this criterion)		0.00	0.00	0.00
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		0.00%	0.00%	0.00%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			(3.85%)	(1.67%)	(1.47%)
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**N/A**	**N/A**	**N/A**

4A2. Alternate LCFF Revenue Standard - Basic Aid

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

Basic Aid District Projected LCFF Revenue

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	35,452,742.00	36,330,992.00	37,611,814.00	38,740,168.00
Percent Change from Previous Year		**2.48%**	**3.53%**	**3.00%**
Basic Aid Standard (percent change from previous year, plus/minus 1%):		**1.48% to 3.48%**	**2.53% to 4.53%**	**2.00% to 4.00%**

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	**N/A**	**N/A**	**N/A**

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

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

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	36,962,785.00	37,821,923.00	39,094,899.00	40,216,467.00
District's Projected Change in LCFF Revenue:		2.32%	3.37%	2.87%
Basic Aid Standard		**1.48% to 3.48%**	**2.53% to 4.53%**	**2.00% to 4.00%**
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

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

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

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

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

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2023-24)	22,944,895.29	27,274,677.84	84.1%
Second Prior Year (2024-25)	27,598,984.59	32,216,387.80	85.7%
First Prior Year (2025-26)	26,940,332.00	31,171,148.00	86.4%
		Historical Average Ratio:	85.4%

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**82.4% to 88.4%**	**82.4% to 88.4%**	**82.4% to 88.4%**

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

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

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form MYP, Lines B1-B3)	Budget - Unrestricted (Resources 0000-1999) Total Expenditures (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2026-27)	27,299,897.00	30,723,543.00	88.9%	Not Met
1st Subsequent Year (2027-28)	28,028,605.00	31,324,041.00	89.5%	Not Met
2nd Subsequent Year (2028-29)	28,516,080.00	31,897,790.00	89.4%	Not Met

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

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

1a. STANDARD NOT MET - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:
(required if NOT met)

Reflects negotiated salary increases

6. CRITERION: Other Revenues and Expenditures

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

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

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

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	(3.85%)	(1.67%)	(1.47%)
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-13.85% to 6.15%**	**-11.67% to 8.33%**	**-11.47% to 8.53%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-8.85% to 1.15%	-6.67% to 3.33%	-6.47% to 3.53%

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

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

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

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2025-26)	1,289,147.00		
Budget Year (2026-27)	1,053,300.00	(18.29%)	Yes
1st Subsequent Year (2027-28)	1,088,059.00	3.30%	No
2nd Subsequent Year (2028-29)	1,121,680.00	3.09%	No

Explanation: (required if Yes) Due to decrease in Title II funding

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2025-26)	6,404,022.00		
Budget Year (2026-27)	5,324,042.00	(16.86%)	Yes
1st Subsequent Year (2027-28)	5,515,958.00	3.60%	Yes
2nd Subsequent Year (2028-29)	5,686,401.00	3.09%	No

Explanation: (required if Yes) Due to one-time funding of Golden State Pathways and Strong Workforce Grants

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2025-26)	7,144,252.00		
Budget Year (2026-27)	3,866,517.00	(45.88%)	Yes
1st Subsequent Year (2027-28)	4,012,696.00	3.78%	Yes
2nd Subsequent Year (2028-29)	4,136,689.00	3.09%	No

Explanation: (required if Yes) Due to one-time funding of turf replacement project

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

First Prior Year (2025-26)	2,079,928.00		
Budget Year (2026-27)	1,147,411.00	(44.83%)	Yes
1st Subsequent Year (2027-28)	1,094,201.00	(4.64%)	No
2nd Subsequent Year (2028-29)	1,089,201.00	(.46%)	No

Explanation: (required if Yes) Decrease by one-time expenditures

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

First Prior Year (2025-26)	10,026,586.00		
Budget Year (2026-27)	7,642,669.00	(23.78%)	Yes
1st Subsequent Year (2027-28)	7,492,669.00	(1.96%)	No
2nd Subsequent Year (2028-29)	7,511,589.00	.25%	No

Explanation: (required if Yes) Decrease by one-time expenditures related to field turf project

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

DATA ENTRY: All data are extracted or calculated.

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
First Prior Year (2025-26)	14,837,421.00		
Budget Year (2026-27)	10,243,859.00	(30.96%)	Not Met
1st Subsequent Year (2027-28)	10,616,713.00	3.64%	Met
2nd Subsequent Year (2028-29)	10,944,770.00	3.09%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2025-26)	12,106,514.00		
Budget Year (2026-27)	8,790,080.00	(27.39%)	Not Met
1st Subsequent Year (2027-28)	8,586,870.00	(2.31%)	Met
2nd Subsequent Year (2028-29)	8,600,790.00	.16%	Met

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

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

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

Explanation: Federal Revenue (linked from 6B if NOT met)	Due to decrease in Title II funding
Explanation: Other State Revenue (linked from 6B if NOT met)	Due to one-time funding of Golden State Pathways and Strong Workforce Grants
Explanation: Other Local Revenue (linked from 6B if NOT met)	Due to one-time funding of turf replacement project

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

Explanation: Books and Supplies (linked from 6B if NOT met)	Decrease by one-time expenditures
Explanation: **Services and Other Exps** (linked from 6B if NOT met)	Decrease by one-time expenditures related to field turf project

7. CRITERION: Facilities Maintenance

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

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

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

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

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? — No

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

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)	50,162,497.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	0.00			
		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	50,162,497.00	1,504,874.91	2,550,243.00	Met

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

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

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

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

8. CRITERION: Deficit Spending

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

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

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2023-24)	Second Prior Year (2024-25)	First Prior Year (2025-26)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	1,529,675.39	5,737,252.69	5,848,861.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	1,159,429.40	.03	0.00
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
	e. Available Reserves (Lines 1a through 1d)	2,689,104.79	5,737,252.72	5,848,861.00
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	48,360,837.97	54,307,182.13	58,320,477.00
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	48,360,837.97	54,307,182.13	58,320,477.00
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	5.6%	10.6%	10.0%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**1.9%**	**3.5%**	**3.3%**

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

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

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2023-24)	2,130,709.71	27,582,276.42	N/A	Met
Second Prior Year (2024-25)	(466,416.40)	32,519,460.74	1.4%	Met
First Prior Year (2025-26)	296,784.00	31,484,100.00	N/A	Met
Budget Year (2026-27) (Information only)	(880,158.00)	31,011,822.00		

8C. Comparison of District Deficit Spending to the Standard

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

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. CRITERION: Fund and Cash Balances

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

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

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

District Estimated P-2 ADA (Form A, Lines A6 and C4):	2,309
District's Fund Balance Standard Percentage Level:	**1.0%**

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

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

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2023-24)	533,300.92	533,300.92	0.0%	Met
Second Prior Year (2024-25)	2,664,010.63	2,664,010.63	0.0%	Met
First Prior Year (2025-26)	2,178,523.63	2,197,586.00	N/A	Met
Budget Year (2026-27) (Information only)	2,494,370.00			

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

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

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

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

Explanation:
(required if NOT met)

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

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

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

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2026-27)	1,310,013.28	Met

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

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

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

Explanation:
(required if NOT met)

10. CRITERION: Reserves

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

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

Percentage Level	District ADA
5% or $90,000 (greater of)	0 to 300
4% or $90,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and over

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

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

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

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	2,300	2,266	2,215
District's Reserve Standard Percentage Level:	**3%**	**3%**	**3%**

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

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

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

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

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

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

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

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

All other data are extracted or calculated.

		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	52,174,290.00	53,149,634.00	53,922,372.00
2.	Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	52,174,290.00	53,149,634.00	53,922,372.00

4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	1,565,228.70	1,594,489.02	1,617,671.16
6.	Reserve Standard - by Amount ($90,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	**District's Reserve Standard (Greater of Line B5 or Line B6)**	**1,565,228.70**	**1,594,489.02**	**1,617,671.16**

10C. Calculating the District's Budgeted Reserve Amount

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

All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,565,229.00	1,594,489.00	1,617,672.00
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	7,734.00	592,504.00
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	(11.00)	(11.00)
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00	0.00	
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	4,109,247.00	4,109,247.00	4,109,247.00
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	5,674,476.00	5,711,459.00	6,319,412.00
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	10.88%	10.75%	11.72%
	District's Reserve Standard (Section 10B, Line 7):	**1,565,228.70**	**1,594,489.02**	**1,617,671.16**
	Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

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

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

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

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

S2. Use of One-time Revenues for Ongoing Expenditures

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

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

S3. Use of Ongoing Revenues for One-time Expenditures

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

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

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

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

S5. Contributions

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

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

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

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

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

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

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**				
First Prior Year (2025-26)	(10,232,837.00)			
Budget Year (2026-27)	(9,132,847.00)	(1,099,990.00)	(10.7%)	Not Met
1st Subsequent Year (2027-28)	(8,982,847.00)	(150,000.00)	(1.6%)	Met
2nd Subsequent Year (2028-29)	(8,982,847.00)	0.00	0.0%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2025-26)	3,505,298.00			
Budget Year (2026-27)	0.00	(3,505,298.00)	(100.0%)	Not Met
1st Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2025-26)	312,952.00			
Budget Year (2026-27)	288,279.00	(24,673.00)	(7.9%)	Met
1st Subsequent Year (2027-28)	300,000.00	11,721.00	4.1%	Met
2nd Subsequent Year (2028-29)	300,000.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**

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

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

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

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

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation: (required if NOT met)

Reduction in Special Education contribution due to increase in funding

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

Explanation: (required if NOT met)

One-time transfer in from Fund 40 for fiscal stabilization.

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

Explanation: (required if NOT met)

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

Project Information: (required if YES)

S6. Long-term Commitments

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

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

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

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

1. Does your district have long-term (multiyear) commitments?
   (If No, skip item 2 and Sections S6B and S6C) — Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2026
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				
TOTAL:				0

Type of Commitment (continued)	Prior Year (2025-26) Annual Payment (P & I)	Budget Year (2026-27) Annual Payment (P & I)	1st Subsequent Year (2027-28) Annual Payment (P & I)	2nd Subsequent Year (2028-29) Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	0	0	0	0
Has total annual payment increased over prior year (2025-26)?		**No**	**No**	**No**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes to increase in total annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5) — No

2. For the district's OPEB:

a. Are they lifetime benefits? — No

b. Do benefits continue past age 65? — No

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

	Self-Insurance Fund	Governmental Fund

4. OPEB Liabilities

a. Total OPEB liability	
b. OPEB plan(s) fiduciary net position (if applicable)	
c. Total/Net OPEB liability (Line 4a minus Line 4b)	0.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	

5. OPEB Contributions

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method			
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	0.00		
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)			
d. Number of retirees receiving OPEB benefits			

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	
b. Unfunded liability for self-insurance programs	

4. Self-Insurance Contributions

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of certificated (non-management) full - time - equivalent (FTE) positions	138.73	135.00	131.00	131.00

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? — Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting: Mar 12, 2026

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official? Yes

If Yes, date of Superintendent and CBO certification: Mar 02, 2026

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement? No

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
7. Amount included for any tentative salary schedule increases			

Certificated (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year	2.0%	2.0%	2.0%

Certificated (Non-management) Attrition (layoffs and retirements)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are savings from attrition included in the budget and MYPs?	Yes	Yes	No
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of classified(non - management) FTE positions	133.05	131.50	130.00	130.00

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting: Mar 12, 2026

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification: Mar 02, 2026

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	

		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
7.	Amount included for any tentative salary schedule increases			

	Classified (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

	Classified (Non-management) Step and Column Adjustments	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments			
3.	Percent change in step & column over prior year	2.0%	2.0%	2.0%

	Classified (Non-management) Attrition (layoffs and retirements)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	No
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of management, supervisor, and confidential FTE positions	34.70	32.70	32.00	32.00

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? N/A

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits	

4. Amount included for any tentative salary schedule increases	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of H&W benefit changes included in the budget and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential Step and Column Adjustments	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step and column adjustments			
3. Percent change in step & column over prior year	2.0%	2.0%	2.0%

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of other benefits included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 18, 2026

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	Yes
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

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

MEMORANDUM

MEETING DATE: June 18, 2026
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
Stephanie Modena, Food Service Supervisor
CATEGORY: Action
ITEM TITLE: Approval of School Meals Services Agreement with Ordo Inc. for Vended Breakfast and Lunch Services for the 2026-27 School Year

BACKGROUND INFORMATION

Cabrillo Unified School District issued Request for Proposal (RFP) No. 26-0001 on April 27, 2026, to secure prepared meal and meal delivery services for the District's nutrition program. Four proposals were received by the May 15, 2026, deadline.

Proposals were evaluated based on price, meal quality, service capabilities, dietary accommodations, delivery reliability, and overall responsiveness to District requirements. Following the evaluation process, Ordo Inc. was determined to be the most qualified, responsive, and responsible proposer.

REPORT/PROPOSAL

The proposed agreement provides breakfast and lunch meals, including milk, for Alvin S. Hatch Elementary School, El Granada Elementary School, Farallone View Elementary School, King's Mountain Elementary School, and Manuel Cunha Intermediate School. Services include meal preparation and delivery, menu planning, nutritional documentation, and related support necessary for participation in the National School Lunch Program and School Breakfast Program.

The term of the agreement is July 1, 2026, through June 30, 2027, with options for up to four additional one-year renewals by mutual agreement.

FISCAL ANALYSIS

The agreement establishes meal pricing of $2.20 per breakfast and $4.20 per lunch, inclusive of milk, for the 2026-2027 school year. Actual expenditures will vary based on student participation and meals served. Funding will be provided through the Cafeteria Fund and is expected to be substantially offset by federal and state meal reimbursement revenues.

RECOMMENDATION

Staff recommends that the Governing Board approve Prepared Meal & Meal Delivery Services Agreement No. 26-0026 with Ordo Inc. for the 2026-2027 school year and authorize the Superintendent or designee to execute the agreement.

Prepared by: *Holly Lynne*

CABRILLO UNIFIED SCHOOL DISTRICT

PREPARED MEAL & MEAL DELIVERY SERVICES

VENDOR SERVICES AGREEMENT

RFP No. 26-0001 | Agreement No. 26-0026

This Vendor Services Agreement ("**Agreement**") is entered into as of June 18, 2026 (the "**Effective Date**"), by and between the **Cabrillo Unified School District**, a California public school district ("**District**" or "**SFA**"), and **Ordo Inc.**, a corporation ("**Vendor**"). The District and Vendor are sometimes referred to individually as a "**Party**" and collectively as the "**Parties**".

RECITALS

WHEREAS, the District issued a Request for Proposals for Prepared Meal & Meal Delivery Services, RFP No. 26-0001 (together with all addenda, the "**RFP**"), attached hereto as **Exhibit A**;

WHEREAS, Vendor submitted a Proposal in response to the RFP on or about May 15, 2026 (the "**Vendor Proposal**"), and Vendor also provided a proposed form agreement entitled *School Meals Services Agreement* dated May 15, 2026 (the "**Vendor Form**"), both attached hereto as **Exhibit B**;

WHEREAS, the District's Board of Education awarded this contract to Vendor at its meeting on June 18, 2026, finding Vendor to be the most qualified, responsive, and responsible offeror; and

WHEREAS, the Parties desire to set forth their complete agreement in this document.

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are acknowledged, the Parties agree as follows:

AGREEMENT TERMS

ARTICLE 1 INCORPORATED DOCUMENTS AND ORDER OF PRECEDENCE

1.1 **Incorporated Documents.** The following documents are incorporated into and made part of this Agreement by this reference, as if set forth in full:

- **Exhibit A — The RFP** (Cabrillo Unified School District Request for Proposals for Prepared Meal & Meal Delivery Services, RFP No. 26-0001, including all addenda issued thereto).
- **Exhibit B — The Vendor Proposal and Vendor Form** (Vendor's Proposal submitted in response to the RFP, and Vendor's proposed *School Meals Services Agreement*, each as submitted to the District).

1.2 **Order of Precedence.** In the event of any conflict, ambiguity, or inconsistency among the incorporated documents, the documents shall control in the following order of precedence, with documents listed first taking priority over documents listed later:

- **First:** This Agreement (including any written amendments executed by both Parties).
- **Second:** Exhibit A (the RFP, including all addenda), and in particular all Terms and Conditions, insurance requirements, indemnification provisions, and any other protective provisions set forth therein.
- **Third:** Exhibit B (the Vendor Proposal and Vendor Form), to the extent not inconsistent with the foregoing.

1.3 **No Vendor Modifications by Lower-Ranked Documents.** No term or condition appearing in Exhibit B (including, without limitation, any disclaimer of warranties, limitation of liability, or cap on damages set forth in the Vendor Form) shall operate to modify, limit, or supersede any term or condition appearing in this Agreement or Exhibit A. Any provision of Exhibit B that conflicts with this Agreement or Exhibit A is, to the extent of the conflict, void and of no effect.

ARTICLE 2 SERVICES, TERM, AND COMPENSATION

2.1 **Scope of Services.** Vendor shall provide Prepared Meal & Meal Delivery Services as described in Exhibit A (Scope of Work) and Exhibit B (Vendor Proposal and Vendor Form), including all NSLP- and SBP-compliant breakfast and lunch meals with milk to all enrolled students at the school sites identified therein. Vendor shall perform the Services in strict compliance with all applicable federal and state laws governing the National School Lunch Program and School Breakfast Program, including without limitation 7 C.F.R. Parts 210 and 220 and the USDA's Buy American provision.

2.2 **Term; Board Approval.** The initial term of this Agreement is July 1, 2026, through June 30, 2027 (the "**Initial Term**"). This Agreement is expressly conditioned upon formal approval and award by the District's Board of Education. Services performed by Vendor prior to such Board approval are at Vendor's sole risk. The Agreement may be renewed for up to four (4) additional one-year terms by mutual written agreement of the Parties, executed prior to expiration of the then-current term, consistent with the renewal terms set forth in Exhibit B, provided that in no event shall the Agreement extend beyond June 30, 2031.

2.3 **Compensation.** In consideration of the Services satisfactorily rendered, the District shall pay Vendor the fixed per-meal prices set forth in Exhibit B: **$2.20 per breakfast** and **$4.20 per lunch**, each inclusive of milk, for the Initial Term. Invoicing and payment terms shall be as set forth in Exhibit B. Annual price adjustments, if any, shall not exceed the **San Francisco Area Consumer Price Index (CPI) for all Food Away from Home** for the preceding year, with a maximum increase of **five percent (5%)** per contract term, as further specified in the RFP (Exhibit A). Vendor shall submit proposed pricing for each renewal year no later than the last business day of April of the preceding contract year. This pricing schedule controls over any conflicting price adjustment mechanism stated in Exhibit B.

ARTICLE 3 INDEMNIFICATION; HOLD HARMLESS

3.1 **Vendor Indemnification.** To the fullest extent permitted by California law, Vendor shall **indemnify, defend, and hold harmless** the District and its Governing Board, officers, officials, employees, agents, and volunteers (collectively, "**District Indemnitees**") from and against any and all claims, damages, losses, liabilities, costs, and expenses (including reasonable attorneys' fees and costs of suit) arising out of or relating to: (a) the negligence, recklessness, or willful misconduct of Vendor or its officers, employees, agents, subcontractors, or delivery personnel in the performance of the Services; (b) any breach by Vendor of this Agreement or the incorporated documents; (c) any violation by Vendor of applicable law, including food safety and nutrition standards; or (d) any loss of or damage to District property arising from or in connection with Vendor's performance. This indemnification obligation includes the duty to defend as provided in California Civil Code § 2778 and is consistent with California Civil Code § 2782. This indemnification obligation is not limited by any limitation on workers' compensation or employee benefit acts, and shall survive the expiration or earlier termination of this Agreement.

3.2 **No Limitation by Exhibit B.** The warranty disclaimer and aggregate liability cap set forth in Section 10 of the Vendor Form (Exhibit B) are expressly superseded by this Article 3 and by the indemnification

provisions of Exhibit A, pursuant to the order of precedence established in Section 1.2. Those provisions of Exhibit B shall have no force or effect.

ARTICLE 4 INSURANCE

4.1 **Required Coverage.** Vendor shall procure and maintain, at its sole expense and for the duration of this Agreement, insurance in the following minimum types and amounts:

- **Commercial General Liability (CGL):** $1,000,000 per occurrence; $2,000,000 general aggregate (ISO Form CG 0001 or equivalent).
- **Sexual Abuse and Molestation Liability:** $1,000,000 per occurrence; $2,000,000 aggregate (may be included under CGL or provided as a separate policy; no exclusion for abuse shall appear on the CGL policy).
- **Commercial Automobile Liability:** $1,000,000 per occurrence for all owned, non-owned, and hired vehicles (ISO Form CA 0001 or equivalent).
- **Workers' Compensation:** Statutory limits required by the California Labor Code.
- **Employer's Liability:** $1,000,000 per occurrence.

4.2 **Additional Insured; Primary; Waiver of Subrogation.** The District, its Governing Board, officers, officials, employees, agents, and volunteers shall be named as **additional insureds** on the CGL and Automobile Liability policies via endorsement, for liability arising out of Vendor's operations under this Agreement (ISO endorsements CG 20 10 and CG 20 37, or equivalents). Vendor's insurance shall be **primary and noncontributory** to any insurance or self-insurance maintained by the District. Vendor waives all rights of subrogation against the District; policies shall be endorsed accordingly. All insurers shall have a current A.M. Best's rating of not less than A:VII.

4.3 **Certificates and Endorsements.** Prior to commencing Services (and in no event later than ten (10) calendar days after execution of this Agreement), Vendor shall deliver to the District certificates of insurance and copies of all required endorsements evidencing the coverages required herein. Policies shall provide thirty (30) days' prior written notice of cancellation to the District. Failure to timely provide required certificates and endorsements shall be grounds for suspension of the right to commence Services and, if not cured within five (5) calendar days of written notice, for termination for cause under Article 6.

4.4 **Workers' Compensation Certification.** Vendor shall execute and deliver to the District the Workers' Compensation Certification, in the form set forth as **Exhibit C**, prior to commencing Services. Vendor acknowledges the provisions of California Labor Code § 3700 requiring every employer to maintain workers' compensation coverage.

ARTICLE 5 BACKGROUND CHECKS; CAMPUS PROTOCOLS; MANDATORY TRAINING

5.1 **Fingerprinting and Background Checks.** Vendor shall comply with the fingerprinting and criminal background investigation requirements of California Education Code §§ 45125.1 *et seq.* with respect to all Vendor personnel who may have contact with District students outside the immediate supervision of a District employee. Vendor shall execute and deliver the Fingerprinting and Criminal Background Check Certification in the form set forth as **Exhibit D** prior to commencing Services and shall ensure that no personnel with disqualifying convictions have contact with District students. Vendor shall immediately remove any personnel from Services upon learning of a disqualifying conviction or arrest.

5.2 **Campus Protocols.** Vendor's delivery and other on-site personnel shall comply with all District site safety, check-in, and visitor protocols; shall check in with the school office upon arriving at any District site; and shall not be alone with a student at any time.

5.3 **Mandatory Training.** Prior to commencing Services, Vendor shall ensure that all personnel performing Services at District sites have completed all training required by applicable law and District policy, including without limitation Mandated Reporter training (California Penal Code § 11165.7 *et seq.*), Title IX awareness training, and workplace violence prevention training. Vendor shall provide the District with verifiable evidence of completion upon request.

ARTICLE 6 TERMINATION

6.1 **For Convenience.** Either Party may terminate this Agreement for convenience upon not less than **sixty (60) days'** prior written notice to the other Party.

6.2 **For Cause.** Either Party may terminate this Agreement for cause upon written notice to the other Party specifying the nature of the breach. Termination for cause shall be effective if the breach is not fully cured within **ten (10) calendar days** after the date of such written notice (or such longer period as the Parties may agree in writing). Grounds for termination for cause by the District include, without limitation: (a) material failure to deliver conforming meals; (b) a food safety failure or health code violation; (c) failure to maintain required insurance or provide required certifications; (d) breach of the background check or training requirements of Article 5; or (e) any other material breach of this Agreement or the incorporated documents. In the event of termination for cause by the District, the District may engage a replacement vendor and recover from Vendor the reasonable excess costs of completing the Services through the end of the then-current term.

6.3 **Unavailability of Funding.** The District may terminate this Agreement immediately upon written notice if federal, state, or local funds necessary to support the Services become unavailable. The District shall provide such notice as soon as reasonably practicable after learning of the unavailability of funding, and shall have no liability to Vendor arising from such termination beyond payment for Services satisfactorily performed through the termination date.

6.4 **Performance Pending Dispute.** Pending the resolution of any dispute between the Parties, Vendor shall continue to perform the Services in accordance with this Agreement, and neither Party shall be excused from performance solely because a dispute is pending.

ARTICLE 7 RECORDS; AUDIT; RETENTION

7.1 **Records and Audit.** Vendor shall maintain complete and accurate books, records, and accounts relating to the Services, compensation, and Vendor's compliance with federal nutrition program requirements, and shall permit the District, the California Department of Education, the USDA, and any independent auditor to audit and copy such records upon reasonable prior notice during normal business hours. Vendor shall comply with California Government Code § 8546.7 (agreements involving expenditure of public funds exceeding $10,000 are subject to examination and audit by the State Auditor for three years after final payment).

7.2 **Retention Period.** Vendor shall retain all Agreement-related records for a period of **not fewer than three (3) years** after submission of the final Claim for Reimbursement for the applicable fiscal year, consistent with 7 C.F.R. § 210.23. If audit findings have not been resolved at the end of the three-year period, Vendor shall retain records until all issues raised by the audit are resolved.

ARTICLE 8 DISPUTE RESOLUTION; GOVERNING LAW; VENUE

8.1 **Good Faith Negotiation.** In the event of any dispute arising out of or relating to this Agreement, the Parties shall first attempt to resolve the dispute through good-faith negotiation at the management level. Pending resolution of any dispute, Vendor shall continue to perform the Services.

8.2 **Mediation; Litigation.** Disputes not resolved through negotiation within thirty (30) days may be submitted to mediation by mutual written agreement of the Parties. If mediation is not agreed upon or fails to resolve the dispute, either Party may pursue litigation in a court of competent jurisdiction.

8.3 **Claims Act.** As a condition precedent to filing any suit against the District, Vendor shall comply with the claims presentation requirements of California Government Code §§ 900 *et seq.* Failure to timely present a claim in compliance with the Government Claims Act shall bar any action against the District.

8.4 **Governing Law; Venue.** This Agreement shall be governed by the laws of the State of California. Venue for any litigation arising out of this Agreement shall lie exclusively in the courts of San Mateo County, California, or, for federal matters, the United States District Court for the Northern District of California.

ARTICLE 9 GENERAL PROVISIONS

9.1 **Independent Contractor.** Vendor is an independent contractor and not an employee, agent, partner, or joint venturer of the District. Vendor has no authority to bind the District. Neither Vendor nor any of its employees or agents acquires any rights or benefits of District employees. Vendor shall assume full responsibility for payment of all federal, state, and local taxes and contributions with respect to Vendor's employees.

9.2 **Confidentiality.** Vendor and all Vendor personnel shall maintain the confidentiality of all nonpublic District information received in the course of performing the Services, including student records and personally identifiable information. Vendor shall not access individual student meal eligibility information, and shall not act as an employee or agent of the District for purposes of the federal nutrition programs. This confidentiality obligation survives the termination or expiration of this Agreement.

9.3 **CPRA.** Vendor acknowledges the District's obligations under the California Public Records Act (Gov. Code §§ 7920 *et seq.*) and that executed contracts are public records subject to disclosure. Vendor shall clearly identify any information it believes is exempt from disclosure.

9.4 **Assignment; Subcontracting.** Vendor shall not assign, transfer, or subcontract this Agreement or any portion thereof without the District's prior written consent. Any attempted assignment without consent is void and constitutes grounds for termination for cause.

9.5 **Nondiscrimination; USDA Requirements.** Vendor shall comply with all applicable federal and state nondiscrimination laws in connection with the Services, and shall abide by the rules and regulations governing the Child Nutrition Programs in accordance with 7 C.F.R. Parts 210 and 220 and instructions issued by the USDA. The USDA Nondiscrimination Statement attached to the Vendor Form (Exhibit B) is incorporated herein by this reference.

9.6 **Entire Agreement; Amendments.** This Agreement, together with Exhibits A and B and any written amendments executed by both Parties, constitutes the entire agreement of the Parties with respect to the subject matter hereof and supersedes all prior negotiations, representations, and understandings not expressly incorporated herein. Any amendment must be in a writing signed by authorized representatives of both Parties.

9.7 **Severability.** If any provision of this Agreement is held invalid or unenforceable, the remainder shall remain in full force and effect.

9.8 **Notices.** Notices shall be in writing and delivered personally, by certified mail (return receipt requested), by overnight courier, or by email with confirmation of receipt, to the addresses set forth in the signature block below. Notice is effective upon receipt.

9.9 **Counterparts; Electronic Signatures; Authority.** This Agreement may be executed in counterparts, including by electronic signature, each of which shall be deemed an original. Each signatory represents and warrants authority to bind the Party on whose behalf it signs.

9.10 **Attorney's Fees.** Should litigation be necessary to enforce any term of this Agreement, each Party shall bear its own litigation expenses, witness fees, court costs, and attorneys' fees.

9.11 **Force Majeure.** Neither Party shall be liable for delays or failures in performance caused by events beyond its reasonable control, including acts of God, labor disputes, civil disruptions, acts of war, pandemics, fire, power outages, or natural disasters, provided the affected Party gives prompt written notice and uses reasonable efforts to resume performance.

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IN WITNESS WHEREOF, the Parties have executed this Agreement as of the Effective Date first written above.

CABRILLO UNIFIED SCHOOL DISTRICT

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Address: 498 Kelly Avenue, Half Moon Bay, CA 94019

Email: MarshJ@cabrillo.k12.ca.us

ORDO INC.

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Address: 5275 Longmeadow Road, Bloomfield Hills, MI 48304

Email: wesley@ordo.com

EXHIBIT A
RFP

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue

Half Moon Bay, California 94019

REQUEST FOR PROPOSAL (RFP)

Prepared Meal & Meal Delivery Services

 # 26-0001

PROPOSAL DUE DATE AND TIME

May 15, 2026 1:00 PM (PST)

Date	Activity
April 27, 2026	Distribution of RFP
April 27 & May 4, 2026	Advertise RFP
May 11, 2026 at 1:00 p.m.	Deadline for Submitting Questions
May 15, 2026 at 1:00 p.m.	RFP Due
June 11, 2026	Award of Contract

Notice of Request for Proposals

RFP No. # 26-0001

Notice is hereby given that the Cabrillo Unified School District will receive sealed Request for Proposals (RFPs) for the procurement of the following:

Prepared Meal & Meal Delivery Services

RFPs must be received prior to **1:00 p.m. PST on May 15, 2026**. RFPs must be submitted in a sealed envelope, with original signatures, marked with the RFP number and title, and returned to:

Attn: Jennifer Marsh
Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay, CA 94019

Proposers are responsible for making certain that quotations are received by the proper date and time. RFPs received after the scheduled Submittal Deadline will be returned unopened. **Facsimile (FAX) copies of the proposal will not be accepted.** It is the responsibility of the Proposer to see that any proposals submitted shall have sufficient time to be received by the District before the RFP Submittal Deadline. Late RFPs will be returned to the Proposer unopened.

The District reserves the right to accept or reject any or all proposals or any combination thereof, and to waive any informality in the RFP process. The District makes no representation that participation in the RFP process will lead to an award of contract or any consideration whatsoever. In no event will the District be responsible for the cost of preparing a response to this RFP. The District also reserves the right to waive any informalities or irregularities in received proposals. All Proposers will be responsible for obtaining any addendums or revisions to the RFP, which will be posted in the same manner as the RFP documents. The District reserves the right to cancel the procurement opportunity without awarding a contract to any Proposers.

Companies interested in proposing may access RFP information online at the District's website: Cabrillo USD

Request For Proposal Signature Page

To Be Submitted with Proposal

By signing this, I certify that I am an authorized representative of the Vendor (or individual) and that information contained in this proposal is accurate, true, and binding upon the Vendor.	
Company Name	
Signature of Company Official	
Name of Signer	
Title of Signer	
Email Address	
Complete Mailing Address	
City, State, Zip	
Phone Number	
Date	

Proposer Checklist

This checklist is provided as a convenience to assist proposers in ensuring that a complete quotation package is returned. It is not represented as being comprehensive and compliance therewith does not relieve the Proposer of responsibility for compliance with any requirements which may not be mentioned specifically in this checklist. Completed original documents are required; fax or email documents will not be accepted.

All of the listed items must be fully completed and returned to constitute a complete quotation package. It is <u>not</u> necessary to return the checklist with the Proposal.

Check ✔	Page(s)	***Return completed hard copy with original signature.***
	3	Request for Proposal Signature Page
	26	Vendor Questionnaire
	27	Fee Proposal
	28	References
	29	Noncollusion Declaration
	30	Proposer's Statement Regarding Insurance Coverage
	31	Workers' Compensation Insurance Certificate
	32-34	Certification Regarding Lobbying
	35	Fingerprint Clearance Certification
	36	Equal Opportunity Employment
	37	Debarment, Suspension, and other Responsibility Matters
	38	Prohibition on Poultry or Seafood Products Imported from the People's Republic of China
	39	Alcoholic Beverage and Tobacco-Free Environment
	40-41	Drug-Free Workplace Certification
	42-43	Clean Air and Water Certification
	44	Buy American Certification
	45	USDA Nondiscrimination Statement
	N/A	Five Week Sample Menu Cycle
	N/A	Sample Meals
		Addenda *Return any addenda released, following instructions on each document.*

Overview of Requirements

The Cabrillo Unified School District (hereinafter "the District") seeks to retain a qualified Vendor to provide Prepared Meals & Meal Delivery Services, as specified herein, for the Cabrillo Unified School District Food Services department.

Below are the details of the expectations from the successful Proposer upon receiving the award for this RFP. Successful Proposer must understand and agree to the following levels of service if they are to enter into an agreement with Cabrillo Unified School District.

The initial term of this RFP shall be for a period of one (1) year beginning July 1, 2026, through June 30, 2027, with four (4) one-year options to renew the contract.

To respond to this RFP, interested meal vendors must present evidence of experience and ability to meet the requirements stated in this RFP. The District will measure this evidence by scoring the proposals, using a point system that will rank each proposal from highest to lowest, to determine which proposals they will consider for the award of a contract.

Scope of Work and Responsibilities

The vendor will supply meals to the District that comply with the nutrition standards established by the United States Department of Agriculture (USDA) for the School Breakfast Program and the National School Lunch Program. The vendor will prepare meals off-site in a facility that maintains the appropriate state and local health certifications, and will package and deliver these meals in accordance with the food safety guidelines of the appropriate governing health departments.

General District Responsibilities

1. The District shall approve the menus and recipes for meals and other food to be served or sold to students to ensure compliance with the rules and regulations of the state of California and the United States Department of Agriculture. The District must authorize any deviations from the approved menu cycle.
2. The District may request menu changes periodically throughout the Term of the Agreement and shall inform the vendor of any adjustments to menus and monitor implementation of adjustments.
3. The District shall be responsible for receiving medical statements regarding students' disabilities/special dietary needs and shall ensure the vendor complies with all special dietary accommodation requirements. Substitutions are made on a case-by-case basis and must be supported by a statement of the need for substitutes that includes the recommended alternate foods.

General Vendor Responsibilities

1. Vendor shall provide the services required by this RFP at all times in accordance with generally accepted standards of care and best practices in the industry.
2. Vendor shall provide an online ordering system for the District to submit orders.
3. Vendor shall deliver meals to location(s) at times specified by the District.
4. Vendor shall be responsible for the condition or care of meals until they are delivered to the school.

5. The vendor shall be responsible for providing meals and menus appropriate for the age of the students served.
6. Vendor shall provide to the District a monthly menu covering the meals to be served for the following month, no later than one (1) week prior to the end of each month.
7. When requested by the District, the Vendor shall provide the District with sack lunches for field trips. All meals for field trips must meet the appropriate meal pattern requirements.
8. Vendor shall maintain all necessary records on the nutritional components and quantities of the meals served at the District and make said records available for inspection by the District, the CDE, and the USDA, upon request.
9. The vendor is required to substitute food components of the meal pattern for students with disabilities in accordance with 7 C.F.R. §210.10(m) when the disability restricts their diet and is permitted to make substitutions for students without disabilities when they are unable to eat regular meals because of a medical or special dietary need.

Equipment

1. The Vendor shall provide equipment to hold and serve the meals.
2. The Vendor shall retain title to all vendor-owned property and equipment when placed in service. The Vendor shall provide, at no cost to the District, complete maintenance, repair, and replacement services for all vendor-owned property and equipment, if any.
3. Upon expiration or termination of the Agreement, it shall be the vendor's responsibility to remove all vendor-owned property and equipment within a timely manner and without damage to District facilities, if any.

Packaging Requirements

1. Hot meal unit—Packaging suitable for maintaining components at temperatures in accordance with state and local health standards. Container and overlay should have an airtight closure, be of non-toxic material, and be capable of withstanding temperatures of 135F.
2. Cold meal unit or unnecessary to heat—trays suitable for maintaining components at temperatures in accordance with state and local health standards. Containers and overlay should have an airtight closure, be of non-toxic material, and be capable of holding cold foods below 41 degrees Fahrenheit.
3. Sack meals must be in white or brown paper bags or in boxes with enough strength to hold meals without tearing or ripping.
4. Meals shall be delivered with the following items: condiments, napkins, single service ware, and serving utensils. Vendor shall insert non-food items that are necessary for the meal to be eaten.

Food Quality, Inspections and Labeling

Proposers shall ensure that all meat, fish, and poultry used in meals provided under this Contract originates from a regularly operated plant which is under the supervision of or recognized by the Federal Meat Inspection Division of the USDA.

Condiments and Utensils

Proposers shall furnish individual packets of appropriate condiments as dictated in the menu to all schools. All condiments must meet food specifications. Any attached deviation in content must have prior approval by the Food Services Department. Proposers shall include specifications and information for all condiments provided in the menu cycle.

The Vendor will provide the necessary utensils and napkins in sufficient quantity for the number of meals ordered.

Product Samples
During the term of this Agreement, Proposers shall grant District's requests for samples, free of charge, of any product being purchased from Proposers pursuant to this Agreement, or being proposed by Proposers for inclusion as a new item in order to allow District to assess and accept or reject such product as provided.

Menu Substitutions
Proposers shall immediately notify the designated representative from Food Services to request approval of substitutions. The District reserves the right to request menu changes periodically throughout the term of the Contract. Proposers shall demonstrate their ability to track menu substitutions by site in the event that they must make menu substitutions for sites vs. the entire menu group.

Menu Cycle
Vendor will provide a five week menu cycle for approval at least **10** operating days prior to the beginning of the period to which the menu applies. Any changes to the menu made after District approval must be approved by the District, and documented on the menu records. Meals must be planned, prepared, and served (if applicable) to meet the USDA meal pattern requirements and nutritional standards.

Once awarded the Vendor must provide information detailing all meal services to be provided, including ingredients lists for all items in the menu cycle, and complete nutritional analysis for the menu cycles demonstrating that all meals furnished meet all USDA meal requirements.

Delivery
1. Meals must be delivered in accordance with the approved menu cycle.
2. Delivery shall be made by the Vendor to each District site in accordance with the order from the District.
3. Deliveries shall be made to the District sites listed below on a daily basis, except Saturday, Sunday, and holidays, as ordered; unless specified otherwise, and at such times as will permit timely distribution based upon the District site's meal schedule.
4. The Vendor will place all deliveries in the proper area at each District site.
5. The Vendor will deliver the ordered meal in insulated containers with ice for cold foods and heated units or insulated containers without ice for hot foods.
6. Meals must be delivered in clean, sanitary transporting containers that maintain the proper temperatures of food and are food-grade containers approved by the local and/or state health departments.

7. Adequate refrigeration or heating shall be provided during delivery of all food to ensure the wholesomeness of food at delivery and storage until meal service, in accordance with state or local health codes.
8. All refrigerated food shall be delivered at an internal temperature of 40F or below. All frozen food shall be delivered at 0F or below. Frozen products should show no evidence of thawing and re-freezing, freezer burn, or any off color or odors. All hot food shall be delivered with an internal temperature of 135F or above.
9. The Vendor shall provide a delivery slip with the date, and the number of meals delivered. The driver will fill out: time leaving the facility, temperature leaving the facility, time upon arrival at school, temperature upon arrival at school, and execute with a signature. The District authorized representative or his/her designee must sign the delivery slip and verify the condition of the meals received.
10. All delivery personnel will be in uniform with company identification.
11. The District reserves the right to inspect and determine the quality of food delivered. The District may reject and not pay for any meals or components of meals that are unwholesome, judged as poor quality, damaged, incomplete either due to inadequate portion sizes or missing number of meal components, or delivered in unsanitary conditions such as incorrect temperatures.
12. The District will not pay for deliveries made later than the regularly scheduled lunch or breakfast periods as listed below, or as otherwise stated in this Agreement.
13. The District reserves the right to make additions to, or deletions from, the specified delivery locations to be served at any time during the period of the contract, and revise delivery times as required.
14. If, at any time, a delivery cannot be made, the Vendor must notify the school/site to negotiate an alternate delivery time or day. The District may refuse unscheduled deliveries at the Vendor's expense.

Delivery Locations

Site Name	Address	Enrollment	Delivery Time	Meal
Alvin S. Hatch Elementary School	490 Miramontes Ave. Half Moon Bay, CA 94019	586	7:00 am-10:00 am	Breakfast & Lunch
El Granada Elementary School	400 Santiago St. El Granada, CA 94018	333	7:00 am-10:00 am	Breakfast & Lunch
Farallone View Elementary School	1100 Le Conte Ave. Montara, CA 94037	199	7:00 am-10:00 am	Breakfast & Lunch
King's Mountain Elementary School	211 Swett Rd. Woodside, CA 94062	42	7:30 am-10:30 am	Breakfast & Lunch
Manuel Cunha Intermediate School	600 Church St. Half Moon Bay, CA 94019	485	7:00 am-10:00 am	Breakfast & Lunch

Instructions to Proposers

Rules for Submitting RFPs

General – This information to Proposers is in addition to any instructions or conditions stated elsewhere in the Contract Document.

RFPs – To receive consideration, RFPs shall be made in accordance with the following instructions:

Deadline for Receipt of RFPs – RFPs will be received prior to **1:00 p.m. PST on May 15, 2026**, after which time RFPs will be opened and checked for completeness. Envelopes containing a RFP must be sealed, prominently marked with the RFP number, RFP title, and name of Proposer, and submitted to:

Attn: Jennifer Marsh
Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay, CA 94019

RFPs/Proposals: To receive consideration, Proposals shall be made in accordance with the following terms:

THE RFP – All items on the "Fee Proposal" should be stated in figures, and signatures of all individuals must be in long hand. The completed form should be without interlineations, alterations, or erasures. **Unsigned RFPs will not be accepted**.
"FAX" RFPs – Facsimile copies of RFPs will **not be accepted for formal advertised RFPs**.

Responsibility – Proposers are solely responsible for ensuring their proposal is received by the Cabrillo Unified School District in accordance with the solicitation requirements before the date and time specified in the RFP, and at the place specified. The Cabrillo Unified School District shall not be responsible for any delays in mail or by common carriers or by transmission errors or delays or mistaken delivery.

Prices – Price must be typed as instructed on the "Fee Proposal" Excel. Prices shall be stated in units and quotations made separately on each item. Where there is a conflict between unit prices and extended prices, unit prices will govern. Where there is a conflict between words and figures, words will govern.

If during the contract period there should be a decrease in prices of the items bid, a corresponding decrease in prices on the balance of the deliveries shall be made to the District for as long as the lower prices are in effect, but at no time shall the prices charged the District exceed the prices bid. The District shall be given the benefit of any lower prices which may, for comparable quality and delivery be given by the Vendor to any other school district or any other state, county, municipal, or local governmental agency in San Mateo County for products listed herein.

Ink or Typewritten – All information, prices, notations, signatures, and corrections must be in ink or typewritten. Mistakes may be crossed out and corrections typed or printed adjacent to the mistake and initiated in ink by the person signing the quote.

Questions Regarding Product Specifications or Delivery – Contact Jennifer Marsh, Chief Business Officer, by email: MarshJ@cabrillo.k12.ca.us or by phone: 650-376-4429.

Informed Proposers – Before submitting prices, Proposers must fully inform themselves of the conditions, requirements, and specifications of the work or materials to be furnished. Failure to do so will be at Proposers' own risk, and they cannot secure relief on the plea of error.

Extension of Date Due and/or Time – The District reserves the right to extend the date due and/or time when it is in the best interest of the District.

Buy American Provision Requirement – (7 CFR, sections 210.21d and 220.16d; U.S. Department of Agriculture Policy Memorandum SP 23-2024)

Section 104(d) of the William F. Goodling Child Nutrition Reauthorization Act of 1998 Public Law 105-336 added a provision, Section 12(n), to the National School Lunch Act (NSLA) (42 United States Code Section 1760n), that requires all school food authorities the District to purchase, to the maximum extent practical, domestic commodities or products. This Buy American provision supports the mission of the school nutrition programs, which is to serve children nutritious meals and support American agriculture.

Using food products from local sources supports local farmers and provides healthy choices for children in the school meal programs while supporting the local economy. Requiring compliance with the Buy American provision also supports the District working with local, or small, minority, and women-owned businesses as required by Federal regulations (see 2 CFR 200.321). The USDA Food Services Department (CNS) also encourages purchasing food products from local and regional sources when expanding farm to school efforts.

The Buy American provision applies to the District located in the forty-eight contiguous United States and is one of the procurement standards the District Program Operators must comply with when purchasing commercial food products served in the school meals programs.

Section 12(n) of the NSLA defines "domestic commodity or product" as an agricultural commodity that is produced in the U.S. and a food product that is processed in the U.S. substantially using agricultural commodities produced in the U.S. As codified in the final rule for the Buy American provision update, effective July 1, 2024, "substantially using agriculture commodities that are produced in the United States" means over 51 percent of a food product must consist of agricultural commodities that were grown domestically. Therefore, over 51 percent of the final processed product (by weight or volume) must consist of agricultural commodities that were grown domestically. Thus, for foods that are unprocessed, agricultural commodities must be domestic, and for foods that are processed, they must be processed domestically using domestic agricultural food components that are comprised of over 51 percent domestically grown items, by weight or volume as determined by the District.

For products procured by the District for use in the school nutrition programs using nonprofit food service account funds, the product's food component is considered the agricultural commodity. FNS defines food component as one of the food groups which comprises reimbursable meals. The food components are:

- Meats and meat alternates
- Grains
- Vegetables
- Fruits
- Fluid milk
- Note: See 7 CFR 210.2 contains full definitions.

Any product processed by a winning vendor must contain over 51 percent of the product's food component, by weight or volume, from U.S. origin. This definition of domestic product serves both the needs of schools and American agriculture. Products from Guam, American Samoa, Virgin Islands, Puerto Rico, and the Northern Mariana Islands are considered domestic products under this provision as these products are from the territories of the U.S.

For all procurement transactions for food when funds are used from the nonprofit food service account, whether directly by an the District or on its behalf, procurement transactions must comply with the Buy American provision. Implementation of the Buy American provision should be done by: including Buy American in documented procurement procedures, state agency prototypes documents, and all procurement solicitations and contracts; including domestic requirements in bid specifications; contract monitoring; and verifying cost and availability of domestic and nondomestic foods using data in the USDA Agricultural Marketing Service's (AMS) weekly market report (https://www.ams.usda.gov/market-news).

The USDA codified in regulations the two limited exceptions when non-domestic foods may be purchased by the District. USDA also added to the first exception the option to use the 48 CFR 25.104 Nonavailable articles list, as a list of excepted items.

The final rule codifies the two limited exceptions as follows:

- The product is listed on the Federal Acquisitions Regulations Nonavailable articles list and/or is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
- Competitive bids reveal the costs of a domestic product are significantly higher than the non-domestic product.

The District complies with the California Food and Agriculture Code (FAC) 58596.3, requirement that schools that receive $1 million or more annually in federal school nutrition program reimbursement to solicit bids for the purchase of an agricultural food product to include in their solicitation for bids and contracts that only the purchase of agricultural food products grown, packed, or processed domestically is authorized, unless any of the following applies:

- The bid or price of the nondomestic agricultural food product is more than 25 percent lower than the bid or price of the domestic agricultural food product.
- The quality of the domestic agricultural food product is inferior to the quality of the agricultural food product grown, packed, or produced nondomestically.
- The agricultural food product is not produced or manufactured domestically in sufficient and reasonably available quantities of a satisfactory quality to meet the needs of the Local Agency.

The USDA established in regulations a new threshold for school food authorities that use exceptions. The limit on the percentage of total commercial food costs from non- domestic foods will be phased in over seven school years.

- Beginning in School Year (SY) 2025–26, the non-domestic food purchases cap will be 10 percent.

- Beginning in SY 2028–29, the non-domestic food purchases cap will be 8 percent.
- Beginning in SY 2031–32, the non-domestic food purchases cap will be 5 percent.

Exceptions to the Buy American provision are very limited; however, an alternative or exception may be approved upon request. **To be considered for an alternative or exception, the request must be submitted in writing to a designated official, a minimum of 30 days in advance of delivery**. The request must include the:

(1) Alternative substitute(s) that are domestic and meet the required specifications:
(a) Price of the domestic food alternative substitute(s); and
(b) Availability of the domestic alternative substitute(s) in relation to the quantity ordered.
(2) Reason for exception: limited/lack of availability or price (include price):
(a) Price of the domestic food product; and
(b) Price of the non-domestic product that meets the required specification of the domestic product.

SFAs may document exceptions by maintaining records of communications between them and their food supplier; this may include emails, documentation of telephone communications, etc. The documentation must be maintained for review by the State agency during procurement reviews of local agency procurement practices.

One resource SFAs and State agencies may use in order to document exceptions is the market news reports available from AMS. AMS provides free, unbiased price and sales information on farm commodities at: https://www.ams.usda.gov/market-news. Using this website, SFAs and State agencies can find third-party verification of cost and availability of domestic and nondomestic foods. Further, SFAs may use the information to communicate alternatives with food suppliers and document purchase decisions.

Regulations require the District to maintain documentation to demonstrate the use of exceptions. Items found on the Federal Acquisitions Regulations (FAR) 25.104 Nonavailable articles list (https://www.acquisition.gov/far/25.104), are exempt from the documentation requirement, but these items must be counted toward the cap on non-domestic purchases when that goes into effect.

The USDA developed an optional Buy American Standard Tracking Form Template that the District can use to track both the exceptions and costs related to non-domestic product purchases. When the District Program Operators purchases a product found on the FAR 25.104 Nonavailable articles list (https://www.acquisition.gov/far/25.104), this must be included on the tracker for the purpose of accurately tracking total non-domestic costs. The CDE encourages the use of the Buy American Tracking Form Template to document the use of exceptions to purchase non-domestic foods under the Buy American provision. The Buy American Standard Tracking Form is available in the CNIPS, Download Forms, Form ID PRU 10.

Documentation must be on file for at least the current year plus three years and must be made available during an on-site administrative review and an off-site procurement review.

California Agriculture Products Purchasing Requirements – Per California Food and Agriculture Code (FAC), Section 58595(c), our District must purchase Agricultural Food Products Grown in California before foods grown outside the state when both of the following are met:

- The bid or price of the California-grown agricultural food product does not exceed the lowest bid or price for a domestic agricultural food product produced outside the state.
- The quality of the California-grown agricultural food product is comparable to that domestic agricultural food product produced outside the state.

California Farm Animal Confinement (Prop 12) – Effective September 1, 2022, the California Department of Food and Agriculture (CDFA), Animal Health and Food Safety Services, adopted Title 3, California Code of Regulations (3 CCR), sections 1320-1326, which are related to Proposition 12 (2018), the Farm Animal Confinement Initiative. Proposition 12 amended the Health and Safety Code to require that veal calves, breeding pigs, and egg laying hens be housed in confinement systems that comply with specific minimum standards for freedom of movement, cage-free designation, and minimum floor space. All procurement transactions (excluding USDA foods) for food purchases must be compliant with Proposition 12. Proposers will be asked to provide verification of compliance.

Clean Air and Water Acts – Proposers shall comply with all mandatory standards and policies relating to energy efficiency contained in the state conservation plan issued in compliance with the Energy Policy and Conservation Act. , including:

- Section 306 of Clean Air Act (42 U.S.C. 1847(h)):
- Section 508 of the Clean Water Act (33 U.S.C. 1368); Executive Order 1173

Solicitation Protest Procedures – Any bid protest by any Bidder regarding any other bid must be submitted in writing to the District, before 3:00 p.m. of the **THIRD (3rd)** business day following bid opening.

- Only a Bidder who has actually submitted a bid, and who could be awarded the Contract if the bid protest is upheld, is eligible to submit a bid protest. Subcontractors are not eligible to submit bid protests. A Bidder may not rely on the bid protest submitted by another Bidder.
- A bid protest must contain a complete statement of any and all bases for the protest and all supporting documentation. Materials submitted after the bid protest deadline will not be considered.
- The protest must refer to the specific portions of all documents that form the basis for the protest.
- The protest must include the name, address, and telephone number of the person representing the protesting party.
- The party filing the protest must concurrently transmit a copy of the protest and any attached documentation to all other parties with a direct financial interest that may be adversely affected by the outcome of the protest. Such parties shall include all other bidders or proposers who appear to have a reasonable prospect of receiving an award depending upon the outcome of the protest.
- The procedure and time limits set forth in this paragraph are mandatory and are each bidder's sole and exclusive remedy in the event of bid protest. Failure to comply with these procedures shall constitute a waiver of any right to further pursue the bid protest, including filing a Government Code Claim or legal proceedings.

Terms and Conditions

ADDENDUM – Any and all changes to this contract must be made in writing and agreed to by the Cabrillo Unified School District. Performance by the Vendor will be considered agreement with the terms of this contract.

AGREEMENT –Submission of a signed quote will be interpreted to mean Proposer hereby agrees to all the terms and conditions set forth in all the pages of this RFP. Proposer's signed quote and District's written acceptance or purchase order shall constitute a contract.

ASSIGNMENT OF RIGHTS OR OBLIGATIONS – Successful Proposer may not assign, transfer, or sell any rights or obligations resulting from this RFP without first obtaining the specific written consent of the Cabrillo Unified School District.

ATTORNEY FEES – In the event a suit or action is instituted in connection with any controversy arising out of this contract, the prevailing party shall be entitled to receive, in addition to its costs, such sum as the court may adjudge reasonable as to attorney's fees and costs.

AUDIT – Vendor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Vendor transacted under the contract. Vendor shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter. Vendor shall permit the District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the contract. Audit(s) may be performed at any time, provided that the District shall give reasonable prior notice to Vendor and shall conduct audit(s) during Vendor's normal business hours, unless Vendor otherwise consents.

AWARD – The District reserves the right to reject any and all proposals without explanation or recourse and to negotiate with the companies submitting a proposal. The District further reserves the right to contract the work with whomever and in whatever manner the District decides, to abandon the work entirely, and to waive any informality or non-substantive irregularity as the interest of the District may require. A proposal submitted in response to this RFP will be administered in the following manner:

1. After the opening of proposals, an RFP review committee representing the District will score the proposals based on the evaluation criteria.
2. The committee may investigate the qualifications of any vendor under consideration, require confirmation of information furnished by a vendor, and require additional information and/or evidence of qualifications to perform the services described in the RFP. The committee shall have the right to inspect the distribution facility or facilities and equipment to be utilized by the interviewed vendor.

3. The Committee will make a recommendation to the District's Board of Trustees. The District as a whole will be the sole judge of merit and not necessarily accept the lowest price offered. The District will issue an Intent to Award Letter to the successful Bidder. The award will be formally made in a timely manner.

EVALUATION CRITERIA – Following receipt of Proposals, Proposers shall be ranked based on the following criteria:

Evaluation Criteria	Description and Points Awarded	Points Based On	Maximum Points
Price	**100% of Max Points:** Lowest-priced bid. **80% of Max Points:** Second lowest-priced bid. **60% of Max Points:** Third lowest-priced bid.	-Per meal cost of service and delivery	30
Delivery Specifications	**100% of Max Points:** Ability to consistently provide meals to the District's in any circumstance, adequate delivery vehicle resources to ensure delivery, positive references of timely & accurate delivery **50% of Max Points:** Ability to consistently provide meals to the District's in any circumstance, limited delivery vehicle resources to ensure delivery, positive references of timely & accurate delivery **0 Points:** Unable to demonstrate that meals can provided consistently and/or negative references	-Responses to Vendor Questionnaire questions in section: ***Delivery Specifications*** -References	15
Safety Records & Controls: Medical & Special Dietary Needs	**100% of Max Points:** Bidder is able to accommodate special dietary needs, including but not limited to Gluten Free; Dairy-Free; No Eggs, adequate protocols to manage allergens, adequate sample menus **0 Points of Max Points:** Bidder is unable to accommodate special dietary needs.	-Responses to Vendor Questionnaire questions in section: ***Safety Records & Controls: Medical & Special Dietary Needs***	15
Service Reliability and Past Performance	**100% of Max Points:** Proven ability to provide excellent service as demonstrated by references & vendor questionnaire that show: -Years of experience -Experience with similar services and volume -Number of school districts served **0 Points:** References and/or Vendor Questionnaire demonstrate poor performance or inability to meet criteria described above.	-Responses to Vendor Questionnaire questions in section: ***Service Reliability and Past Performance*** -References	10
Scratch Cooking	**100% of Max Points:** Vendor demonstrates ability to provide a menu item that is prepared from scratch using minimally processed ingredients once per menu cycle developed in partnership with the District (every two weeks). **50% of Max Points:** Vendor demonstrates ability to provide a menu	-Responses to Vendor Questionnaire questions in section: ***Scratch Cooking***	15

	item that is prepared from scratch using minimally processed ingredients in every other menu cycle developed in partnership with the District (once a month). **0 Points:** Unable to cook from scratch at all.		
Food Tasting Scorecard	Total points based on the combined points score for the rubric criteria, based on ability to provide a product sample that is tested by the District to determine the following quality factors: appearance, aroma, texture, color, and flavor.	-Food Tasting Scorecard	15
		Total Points	**100**

FOOD TASTING SCORECARD & SAMPLE REQUIREMENT - Following receipt of Proposals, Proposers shall be ranked based on the following criteria:

- Samples shall be furnished to the District free of cost
- Proposers shall provide the sample meals exactly as each would be provided to the District under the Agreement, and exactly as if the meals were going to a school site
- Samples should include heating instructions
- Samples do not need to include milk, fruit or vegetables
- Proposers are requested to provide five (5) samples each
    - Cold Breakfast
    - Hot Breakfast
    - Cold Lunch
    - Hot Lunch
- Samples will be delivered on May 18, 2026 between 9:00 am - 11:00 am to Stephanie Modena at:
  Cabrillo Unified School District
  498 Kelly Avenue
  Half Moon Bay, California 94019

Points of Item to Overall Score	Item Being Scored	Evaluation Criteria
5	Flavor	Product will be evaluated for flavor that will be appealing to students
5	Appearance & Aroma	Product will be evaluated for product appearance & aroma smell that will be appealing to students

5	Texture	Product will be evaluated on texture which is soft, chewy, easy to consume, and palatable that will be appealing to students
25 Points	**Total**	

CANCELLATION OF CONTRACT – The Cabrillo Unified School District may cancel this contract without cause at any time by giving thirty (30) days' written notice to the supplier/Vendor. The Cabrillo Unified School District may cancel this contract with cause at any time by giving ten (10) days' written notice to the supplier/Vendor. Cancellation for cause shall be at the discretion of the Cabrillo Unified School District and shall be, but is not limited to, failure to supply the materials, equipment, or service specified within the time allowed or within the terms, conditions, or provisions of this contract. The successful Proposer may not cancel this contract without prior written consent of the District.

CANCELLATION OF SOLICITATION – The Cabrillo Unified School District may cancel this solicitation at any time.

CERTIFICATIONS, PERMITS, AND LICENSES – Vendor represents and warrants to District that Vendor and Vendor's Parties have in effect and shall maintain in full force throughout the term of the contract all licenses, credentials, permits and any other legal qualifications required by law to perform the contract and to fully and faithfully satisfy all of the terms set forth in this contract.

CLARIFICATION, CORRECTIONS OR CHANGES TO SPECIFICATIONS – All clarifications, corrections, or changes to the solicitation documents will be made by Addendum ***only***. Proposers shall not rely upon interpretations, corrections, or changes made in any other manner, whether by telephone, in person, or in email. Interpretations, corrections, and changes shall not be binding unless made by the Addendum. All Addenda issued shall become part of the Agreement documents. Addenda will be sent to all known solicitation holders by email or U.S. mail.

It is the Proposer's sole responsibility to ascertain that it has received all Addenda issued for this solicitation. All Addenda must be acknowledged and returned on or before the Submittal Deadline, unless otherwise directed by an Addendum.

CONFIDENTIALITY – The Vendor and all Vendor's parties shall maintain the confidentiality of all information received in the course of performing the contract. This requirement to maintain confidentiality shall extend beyond the termination of this contract.

COMPLIANCE WITH FAIR EMPLOYMENT PRACTICE ACT – Vendor agrees in accordance with Section 1735 and 1777.6 of California Labor Code, and the California Fair Employment Practice Act (Sections 1410-1433) that in the hiring of common or skilled labor for the performance of any work under this contract, or any subcontract hereunder, no Contractor, material supplier or Vendor shall, by reason of race, color, national origin or

ancestry, religion, sex, or sexual orientation discriminate against any person who is qualified and available to perform the work to which such employment relates.

COMPLIANCE WITH LAWS – Proposer shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Proposer shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Work as indicated or specified. If Vendor observes that any of the Work required by this Contract is at variance with any such laws, ordinance, rules or regulations, Proposer shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Work shall be made and this Contract shall be appropriately amended in writing, or this Contract shall be terminated effective upon Vendor's receipt of a written termination notice from the District. If Proposer performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Proposer shall bear all costs arising therefrom.

COMPLIANCE WITH OSHA – Proposer agrees that all item(s) offered comply with all applicable Federal and the State Occupational Safety and Health Act, laws, standards and regulations, and that it will indemnify and hold the Cabrillo Unified School District harmless for any failure to so conform.

CONTRACT INCORPORATION – This contract embodies the entire contract between the District and the Vendor. The parties shall not be bound by or be liable for any statement, representation, promise, inducement or understanding of any kind or nature not set forth herein. No changes, amendments, or modifications of any of the terms or conditions of the contract shall be valid unless reduced to writing and signed by both parties. The complete contract shall include the entire contents of the RFP solicitation, all addenda, all of Proposer's successful submittal, supplemental agreements, and any and all written agreements which alter, amend or extend the contract.

CONTRACT PRICING – Bidder will provide best pricing for each type of meal. Prices provided will be fixed, by Meal Type, and guaranteed for the 12-month contract. All fixed pricing must include any applicable taxes and/or delivery fees. The Proposers must return all rebates, discounts, and credits to the District.

CONTRACT TERM - The initial awarded contract period shall be July 1, 2026 to June 30, 2027. The prices submitted shall remain firm and continue in force during the entire contract period.

This contract may be extended by mutual consent expressed in writing for up to two (4) additional one (1) year increments for a total term not to exceed five (5) years.

The extension may be granted on a year-by-year basis provided that the District has deemed the products and services of the Proposers satisfactory.

The Vendor shall submit a list of the price increases for the next fiscal year (July 1 to June 30) by the last business day in April. Price increase must not exceed the San Francisco Area Consumer Price Index (CPI) for all Food Away from Home for the current year with a maximum of 5% per contract term.

Initial Year: July 1, 2026 to June 30, 2027
Option Year 1: July 1, 2027 to June 30, 2028
Option Year 2: July 1, 2028 to June 30, 2029

Option Year 3: July 1, 2029 to June 30, 2030
Option Year 4: July 1, 2030 to June 30, 2031

DAMAGE – The Vendor shall be held responsible for any breakage, loss of the Cabrillo Unified School District's equipment or supplies through negligence of the Vendor or Vendor's employee while working on the Cabrillo Unified School District's premises. The Vendor shall be responsible for restoring/replacing any equipment, facilities, etc., so damaged. The Vendor shall immediately report to the Cabrillo Unified School District any damages to the premises resulting from services performed under this contract.

DEFAULT – In case of default by Vendor of any of the conditions of this RFP or contract resulting from this RFP, the Vendor agrees that the Cabrillo Unified School District may procure articles or services from other sources and may deduct from the unpaid balance due the Vendor, or collect against the bond or surety, or may invoice the Vendor for excess costs so paid, and prices paid by Cabrillo Unified School District shall be considered the prevailing market price at the time such purchase is made.

DELIVERY COMPLETION – All items must be shipped exactly as ordered. The Vendor must apply continual diligence, monitoring, and resources to ensure items on orders are delivered on the required delivery date and in compliance with contract terms, conditions, instructions, pricing, and specifications.

DISPUTES – In the event of a dispute between the District and the Vendor as to the performance or interpretation of the contract, the District and the Vendor shall attempt to resolve the dispute in good faith. Pending resolution of the dispute, Vendor agrees it will neither rescind, nor stop the performance of, the contract. Disputes may be determined by mediation if mutually agreeable, otherwise by litigation. Notice of the demand for mediation of a dispute shall be filed in writing with the other party to the contract. The demand for mediation shall be made within a reasonable time after written notice of the dispute has been provided to the other party, but in no case longer than ninety (90) days after initial written notice. If a claim, or any portion thereof, remains in dispute upon satisfaction of all applicable dispute resolution requirements, the Vendor shall comply with all claims presentation requirements as provided in Chapter 1 (commencing with section 900) and Chapter 2 (commencing with section 910) of Part 3 of Division 3.6 of Title 1 of Government Code as a condition precedent to the Vendor's right to bring a civil action against the District. For purposes of those provisions, the running of the time within which a claim must be presented to the District shall be tolled from the time the Vendor submits its written claim until the time the claim is denied, including any time utilized by any applicable meet and confer process.

EXAMINATION OF LOCATIONS – It shall be the responsibility of the Vendor to establish knowledge of the Cabrillo Unified School District and the specific delivery locations to familiarize him/herself with the access and egress, construction or building difficulties and method of delivery, all of which could affect his/her ability to service the District. It shall be the responsibility of the Vendor to cope with all these eventualities.

FINGERPRINTING OF EMPLOYEES – Successful Vendor agrees to comply with all provisions of Education Code section 45125.1 regarding the submission of employee fingerprints to the California Department of Justice and the completion of criminal background investigations of its employees. The Vendor shall not permit any employee to have any contact with District pupils until such time as the Vendor has verified in writing to the governing board of the District that the employee has not been convicted of a felony, as defined in Education Code section 45122.1. The Vendor's responsibility shall extend to all employees, subcontractors, agents, and

employees or agents of subcontractors regardless of whether those individuals are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the Vendor. Verification of compliance with this section and the Criminal Background Investigation Certification that may be required with this Agreement, shall be provided in writing to the District prior to each individual's commencement of employment or performing any portion of the Services and prior to permitting contact with any student.

FOB POINT – All shipments shall be made FOB destination, Half Moon Bay, Calif. FOB destination indicates that the *seller* is responsible for shipment until it is tendered to the Cabrillo Unified School District. The District will not pay for shipping and handling, nor shall the District pay for any fuel surcharges that are not indicated herein.

FOOD RECALL - Food/beverage suppliers shall be expected to comply with all federal, state, and local mandates regarding the identification and recall of foods from the commercial and consumer marketplace. If a product recall is instituted on an item that has been furnished and delivered to Districts, Vendor must immediately notify the Food Services Department within one (1) business day with all pertinent information regarding the recall.

FORCE MAJEURE – If execution of this contract shall be delayed or suspended and if such failure arises out of causes beyond the control of and without fault or negligence of the Vendor, the Vendor shall notify the Cabrillo Unified School District, in writing, within twenty-four (24) hours, after the delay. Such causes may include but are not limited to acts of God, war, acts of a public enemy, acts of any governmental entity in its sovereign or contractual capacity, fires, floods, epidemics, strikes, and unusually severe weather.

FORMATION OF CONTRACT – Proposer's signed Proposal and District's written acceptance shall constitute a binding contract.

HOLD HARMLESS – Successful Proposer agrees to indemnify, defend, and hold harmless the name of Cabrillo Unified School District, its governing body, officers, employees, and insurance carriers, individually and collectively, from all losses, claims, suits, demands, expenses, subrogation, attorneys' fees, or actions of any kind in nature resulting from personal injury to any person (including bodily injury and death), or damage to any property, arising or alleged to have arisen out of Successful Proposer's negligent acts, errors, omissions, or performance of the work to be performed under the terms of the contract if awarded. The amount and type of insurance coverage requirements set forth herein will in no way be construed as limiting the scope of indemnity in this paragraph.

INDEMNIFICATION – (a) Vendor agrees to accept all responsibility for loss or damage to any person or entity, and to defend, indemnify, hold harmless and release District, its officers, agents and employees, from and against any and all actions, claims, damages, disabilities or expenses including attorney's fees and witness costs that may be asserted by any person or entity, arising out of or in connection with the tortuous acts or errors or omissions of Vendor hereunder, whether or not there is concurrent passive or active negligence on the part of District, but excluding liability due to the sole negligence or willful misconduct of District. This indemnification obligation is not limited in any way by any limitation on the amount or type of damages or compensation payable to or for Vendor or its agents under workers' compensation acts, disability benefit acts, or other employee benefit acts.

(b) Vendor shall be liable to District for any loss or damage to District property arising from or in connection with Vendor's performance hereunder.

INDEPENDENT CONTRACTOR- In accepting this contract, Successful Proposer (hereinafter Vendor) covenants that it presently has no interest, and shall not acquire any interest, direct or indirect, financial or otherwise, which would conflict in any manner or degree with the performance of the services hereunder. Vendor further covenants that, in the performance of this contract, no subcontractor or person having such an interest shall be employed. Vendor certifies that to the best of his or her knowledge, no one who has or will have any financial interest under this contract is an officer or employee of the Cabrillo Unified School District. It is expressly agreed by Vendor that in the performance of the services required under this contract, Vendor, and any of its subcontractors or employees, shall at times be considered independent contractors and not agents of the Cabrillo Unified School District. Vendor represents and warrants that Vendor is an independent contractor or business entity that is: (i) free from the control and direction of the District in connection with the performance of the Services, (ii) performing Services that are outside the usual course of the District's business, and (iii) customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the Services performed, District being interested only in the results obtained.

INSURANCE REQUIREMENTS – The successful Proposer must furnish the Cabrillo Unified School District with the Certificates of Insurance proving coverage as specified in below and naming the Cabrillo Unified School District Additional Insured by endorsement within ten (10) calendar days. Failure to furnish the required certificates within the time allowed may result in withdrawal of award.

Provider shall procure and maintain for the duration of the contract insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder by the provider, its agents, representatives, or employees.

Coverage Required	Limits Per Occurrence	Scope As Broad
General Liability	$1,000,000	As CG001
Sexual Abuse/Molestation	$1,000,000	May be included under General Liability
Automobile Liability	$1,000,000	As ISO-CA001
Workers' Comp/Employer's Liability	$1,000,000	As req. by CA

The general liability and auto liability policies are to contain or be endorsed to name CUSD, its officers, officials, employees, and volunteers as additional insureds for liability arising out of the activities performed in connection with this contract. The Contractor's coverage shall be primary and shall apply separately to each insured against who claim is made or suit is brought, except with respect to the limits of the insurer's liability. Contractor shall furnish CUSD original certificates of insurance and endorsements (affecting coverage required by this clause) signed by a person authorized to bind coverage on its behalf. Insurance is to be placed with

insurers with a current AM Best rating of not less than A: VII. The endorsements are to be received and approved by CUSD before work commences.

LAWS GOVERNING THE CONTRACT – This contract shall be in accordance with the laws of the State of California. Parties further stipulate that this contract was entered into in the county of San Mateo and the state of California is the only appropriate forum for any litigation resulting from breach hereof or any questions arising here from.

LIMITATIONS – The award of a contract, if at all, is at the sole discretion of the District. The District shall in no event be responsible for the cost of preparing a response to this RFP. The Proposals, and any other supporting materials submitted to the District in response to this RFP, will not be returned and will become the property of the District unless portions of the material are designated as proprietary at the time of submittal and are specifically requested to be returned. Vague designations and/or blanket statements regarding entire pages or documents are insufficient and will not bind the District to protect the designated matter from disclosure. Pursuant to *Michaelis, Montanari, & Johnson v. Superior Court* (2006) 38 Cal.4th 1065, Proposals shall be held confidential by the District and shall not be subject to disclosure in accordance with the parameters of the California Public Records Act until after either: (1) the District and the successful Proposer have completed negotiations and entered into an agreement, or (2) the District has rejected all Proposals. Furthermore, the District will have no liability to the Proposer or any other party as a result of any public disclosure of any Proposal.

LOBBYING – From the period beginning on the date of the issuance of this RFP and ending on the date of the award of the contract, no person, or entity responding to this RFP, nor any officer, employee, representative, agent, or consultant representing such a person or entity shall contact through any means or engage in any discussion regarding this RFP, the evaluation or selection process or the award of the contract(s) with any member of the District's Board of Education, or with any employee of the District except for clarifications and questions as described herein. Any such contact shall be grounds for the disqualification of the entity submitting a proposal.

MATERIAL PRICED INCORRECTLY – As a condition of any award resulting from this Request for Price, Vendor shall discount all transactions as agreed. In the event the District discovers through its contract monitoring process or formal auditing process, that material was priced incorrectly, Vendor agrees to promptly refund all overpayments and to pay all reasonable audit expenses incurred as a result of the noncompliance.

NOMENCLATURES – The terms Successful Proposer, supplier, Vendor, and contractor may be used interchangeably in this solicitation and shall refer exclusively to the person, company, or corporation with whom the Cabrillo Unified School District enters into a contract as a result of this solicitation.

OFF CONTRACT PURCHASE – The District reserves the right to purchase product covered by this Agreement from alternate sources, should during the term of this Contract/Agreement the District obtains more favorable pricing from those alternate sources.

ORDER DISCREPANCIES – Upon notification by the District, the Vendor shall correct/resolve any shipping discrepancy no later than forty-eight (48) hours from the time of delivery to the ordering location, at no additional cost to the District.

PACKING, CRATING, CARTAGE – The cost of all special packing, boxing, crating, or cartage shall be included in the pricing specified on the response unless otherwise specifically stated in the District's request. All packing, crating, or other debris resulting from delivery or setup of commodity purchased shall be removed and properly disposed of by the successful Proposer.

PERFORMANCE NOTIFICATION – In the event Vendor is unable to perform any or its entire obligation under this contract or Vendor is able to foresee a potential issue (i.e., system failure) that will impact the quality or quantity of the scope of work, services or level of performance under the contract, the Vendor shall notify the District within one (1) working day in writing or by telephone of such event.

POSTAWARD MEETING – Prior to performing any work or providing any services specified on this Contract, the Vendor may be required to meet with the Food Services Coordinator for the purpose of reviewing the products and services offered herein, determining milestones regarding the District's expectations, and to discuss any issues related to the execution of this RFP.

The Vendor shall perform all work in accordance with such schedule pursuant to the Terms & Conditions of this Contract. The District will approve all materials associated with this RFP.

QUANTITIES – The quantities shown are approximate. The District reserves the right to increase or decrease quantities as required. The District does not guarantee orders in these quantities nor shall the District be required to limit its orders to these quantities. This is an indefinite quantity bid for which there shall be no limit to the number of orders placed, in any quantity, by the District or any participating public agency for the term of the contract, at the prices resulting from award of a contract.

QUESTIONS, INTERPRETATION, OR CORRECTION OF RFP DOCUMENTS – Proposers shall notify Jennifer Marsh, Chief Business Officer, by email: MarshJ@cabrillo.k12.ca.us or by phone: 650-376-4429, promptly of any error, omission, inconsistency or for interpretation, correction, or clarification that may be discovered during examination of the solicitation.

RETURN OF ITEMS – Items ordered by the District, which are subsequently determined by District customer not to be acceptable or wanted, shall be picked up by the Vendor and full credit shall be issued to the ordering location. After proper notification to the Vendor, by the District ordering location/customer, Vendor shall pick up and fully credit said return items in a timely manner.

The District reserves the right to refuse all items in excess of the quantities ordered unopened at the time of delivery. Excess quantities delivered to the ordering location shall be picked up by the Vendor within ten (10) business days after notification by the District ordering location.

RIGHTS RESERVED –

A. **Rejection.** The Cabrillo Unified School District reserves the right to reject any or all Bids or any part thereof, or to accept any bid or any part thereof, or to waive any informalities in any bid, whenever it is deemed

to be in the best interest of the Cabrillo Unified School District. The Cabrillo Unified School District also reserves the right to reject the bid of any Proposer who has previously failed to perform adequately for the Cabrillo Unified School District or any other governmental agency.

B. **Cover.** Should the successful Proposer fail to comply with the conditions of this RFP or fail to complete the required work or furnish the required materials within the time stipulated, the Cabrillo Unified School District reserves the right to purchase the materials in open market, or to complete the required work, at the expense of the successful Proposer.

C. **Severability.** If any provision, or any portion of any provision, of any contract resulting from this RFP shall be held invalid, illegal, or unenforceable, the remaining provisions or portions of any provisions shall be valid and enforceable to the extent possible.

SAFETY – All articles delivered under this contract must conform to the Safety Orders of the State of California, Division of Industrial Safety. The Vendor shall provide Material Safety Data Sheets (MSDS) upon request by the District.

SEVERABILITY – If any provisions, or portions of any provisions, of this contract are held invalid, illegal, or unenforceable, they shall be severed from the contract and the remaining provisions shall be valid and enforceable.

SPECIFICATIONS, CHANGES TO – The parties shall not be bound by or be liable for any statement, representation, promise, inducement or understanding of any kind or nature not set forth herein or by written amendment. No changes, amendments, or modifications of any of the terms or conditions of the specification shall be valid unless reduced in writing and signed by both parties.

STANDARD OF CARE – Vendor represents that Vendor has the qualifications and ability to perform the contract in a professional manner, without the advice, control or supervision of the District. If any portion of the contract is performed by any of the Vendor's parties, such work shall only be performed by competent personnel under the supervision of and in the employment of Vendor.

TAXES – The Vendor shall pay all taxes, levies, duties and assessments of every nature due in connection with any work under the contract, shall make any and all payroll deductions required by law, and shall indemnify and hold harmless the Cabrillo Unified School District from any liability on account of any and all such taxes, levies, duties, assessments and deductions. The Cabrillo Unified School District is exempt from Federal Excise Tax.

TERMS OF THE OFFER – Cabrillo Unified School District's acceptance of Proposer's offer shall be limited to the terms herein unless expressly agreed in writing by the Cabrillo Unified School District. Quotes offering terms other than those shown herein will be declared nonresponsive and will not be considered.

Vendor Questionnaire

To Be Submitted with Proposal

Please complete this qualifying criteria questionnaire, use a separate sheet if necessary, and submit with your proposal.

Delivery Specifications

1. Describe your contingency plan in the event you are unable to deliver the daily meals required.
2. What is the current makeup of your delivery vehicle fleet? Please include the year, make, and model of each delivery vehicle as well as the refrigeration units on these delivery vehicles.
3. Describe your company's capacity to meet the anticipated demand for this proposal. How would you ensure consistent service delivery and quality control if the order volume increases?

Safety Records & Controls: Medical & Special Dietary Needs

4. Can Medical & Special Dietary needs be met per National School Lunch Program and the School Breakfast Program, in accordance with USDA and CDE guidelines?
5. Describe your protocols for managing major allergens.
6. Are you able to provide allergen-free meals?
    a. If yes, provide sample menus for at least 3 different special diets.

Service Reliability and Past Performance

7. Describe your company's experience providing Vended Meals to educational institutions or similar settings. Please provide specific examples of projects and their scope.
8. Can you meet all aspects of the Service Level Agreement as described in this RFP?
9. During the prior school year how many K-12 school districts did you service?

Scratch Cooking

10. Is your facility staffed and capable of producing different/diverse scratch cooked menu items for each menu cycle?
11. Please list two scratch cooked recipes that are prepared from using minimally processed ingredients to be prepared once per 2-week menu cycle.

Fee Proposal

To Be Submitted with Proposal

Cost Per Meal Table Basic Instructions:

- Column 1 specifies the Meal Type that the District is seeking.
- Column 2 specifies the estimated number of meals that the District will purchase of each Meal Type.
- Column 3 proposers must provide the Fixed Price Per Meal, including any applicable taxes and delivery costs
- Column 4 proposers should extend Cost, by multiplying Column 2, Estimated Number of Meals, by Column 3, Fixed Price Per Meal.
- Proposers should then add up Column 4 to fill out the bottom right cell of the table, Total Estimated Contract Value.

1 - Meal Type	2 - Estimated Number of Meals	3 - Fixed Price per Meal	4 - Total
Breakfast	49,500	$	$
Lunch	117,900	$	$
Total Estimated Contract Value			**$**

Date	**Name of Proposer (Person, Firm, or Corporation)**

Signature of Proposer's Authorized Representative	**Name & Title of Authorized Representative**

REFERENCES

To Be Submitted with Proposal

Please submit two (2) current school district references requiring multiple deliveries per week.

Reference #1

School District	
Contact Person & Title	
Telephone Number	
Required Number of Deliveries per Week	

Reference #2

School District	
Contact Person & Title	
Telephone Number	
Required Number of Deliveries per Week	

NONCOLLUSION DECLARATION
PUBLIC CONTRACT CODE SECTION 7106
To Be Submitted with Proposal

The undersigned declares:

I am the _____ of _____
(Title) (Bidder Name)
the party making the foregoing bid.

The bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation. The bid is genuine and not collusive or sham. The bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid. The bidder has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or to refrain from bidding. The bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder. All statements contained in the bid are true. The bidder has not, directly or indirectly, submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof, to effectuate a collusive or sham bid, and has not paid, and will not pay, any person or entity for such purpose.

Any person executing this declaration on behalf of a bidder that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the bidder.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on this

Date	**Name of Proposer (Person, Firm, or Corporation)**
Signature of Proposer's Authorized Representative	**Name & Title of Authorized Representative**

PROPOSER'S STATEMENT
REGARDING INSURANCE COVERAGE
To Be Submitted with Proposal

PROPOSER HEREBY CERTIFIES that the Proposer has reviewed and understands the insurance coverage requirements specified in the RFP. Should the Proposer be awarded the contract for the work, Proposer further certifies that the Proposer can meet the specified requirements for insurance, including insurance coverage of the subcontractors, and agrees to name the Cabrillo Unified School District as Additional Insured for the work specified.

Date	**Name of Proposer (Person, Firm, or Corporation)**
Signature of Proposer's Authorized Representative	**Name & Title of Authorized Representative**

WORKERS' COMPENSATION INSURANCE CERTIFICATE

To Be Submitted with Proposal

The Proposer shall execute the following form as required by the California Labor Code, Sections 1860 and 1861:

I am aware of the provisions of Section 3700 of the Labor Code, which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of this contract.

Date	**Name of Proposer (Person, Firm, or Corporation)**
Signature of Proposer's Authorized Representative	**Name & Title of Authorized Representative**

CERTIFICATION REGARDING LOBBYING

To Be Submitted with Proposal

INSTRUCTIONS: To be completed and submitted ANNUALLY by any child nutrition entity receiving federal reimbursement in excess of $100,000 per year and potential or existing contractors/Vendors as part of an original bid, contract renewal or extension when the contract exceeds $100,000.

Applicable to Grants, Subgrants, Cooperative Agreements, and Contracts Exceeding $100,000 in Federal Funds

Submission of this certification is a prerequisite for making or entering into this transaction and is imposed by section 1352, Title 31, U.S. Code. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

The undersigned certifies, to the best of his or her knowledge and belief, that:

a) No federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the awarding of a federal contract, the making of a federal grant, the making of a federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a federal contract, grant, loan, or cooperative agreement.

b) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

c) The *undersigned shall require* that the language of this certification be included in the award documents for all covered subawards exceeding $100,000 in federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

Name of School Food Authority Receiving Child Nutrition Reimbursement in Excess of $100,000:		Agreement Number:
Address of School Food Authority:		
Printed Name and Title of Submitting Official:	Signature:	Date:
OR		
Name of Vendor:		
Printed Name and Title:	Signature:	Date:

DISCLOSURE OF LOBBYING ACTIVITIES

To Be Submitted with Proposal

Approved by OMB

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352 0348-0046

● **Type of Federal Action:** a. contract ___ b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	● **Status of Federal Action:** a. bid/offer/application ____ b. initial award c. post-award	● **Report Type:** a. initial filing ____ b. material change **For material change only:** Year _____ quarter _____ Date of last report_____
● **Name and Address of Reporting Entity:** ___ Prime ____ Subawardee Tier_____, if Known: **Congressional District,** *if known*:	● **If Reporting Entity in No. 4 is Subawardee,** Enter Name and Address of Prime: **Congressional District,** *if known*:	
● **Federal Department/Agency:**	● **Federal Program Name/Description:** CFDA Number, *if applicable*: _____	
● **Federal Action Number,** *if known:*	● **Award Amount**, *if known:* **$**	
10. a. Name and Address of Lobbying Registrant *(if individual, last name, first name, MI):*	**b. Individuals Performing Services** *(including address if different from No. 10a)* *(last name, first name, MI):*	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	**Signature: _____** **Print Name: _____** **Title: _____** **Telephone No.: _____ Date: _____**	

Federal Use Only	**Authorized for Local Reproduction** **Standard Form - LLL (Rev. 7-97)**

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

FINGERPRINT CLEARANCE/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION

To Be Submitted with Proposal

One of the three boxes below **must** be checked, with the corresponding certification provided:

☐ Consultant's employees will have only limited contact, if any, with District pupils and the District will take appropriate steps to protect the safety of any pupils that may come in contact with Consultant's employees so that the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 shall not apply to Consultant for the services under this Agreement. As an authorized District official, I am familiar with the facts herein certified, and am authorized to execute this certificate on behalf of the District. (Education Code § 45125.1 (c))

Date: _____

District Representative's Name and Title: _____

District Representative's Signature: _____

X The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to Consultant's services under this Agreement and Consultant certifies its compliance with these provisions as follows: "*Consultant certifies that the Consultant has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all Consultant's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the Consultant, who may have contact with District pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of all Employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto*."

☐ Consultant's services under this Agreement shall be limited to the construction, reconstruction, rehabilitation, or repair of a school facility and although all Employees will have contact, other than limited contact, with District pupils, pursuant to Education Code section 45125.2 District shall ensure the safety of the pupils by at least one of the following as marked:

□ The installation of a physical barrier at the worksite to limit contact with pupils.
□ Continual supervision and monitoring of all Consultant's on-site employees of Consultant by an employee of Consultant, whom the Department of Justice has ascertained has not been convicted of a violent or serious felony.
□ Surveillance of Employees by District personnel.

Date: _____District Representative's Name and Title: _____

District Representative's Signature: _____

I am a representative of the Consultant entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Consultant.

Date: _____Name of Consultant: _____

Signature: _____Print Name and Title: _____

EQUAL OPPORTUNITY EMPLOYMENT

To Be Submitted with Proposal

Federal affirmative action regulations mandate that federal contractors include an equal opportunity (EO) clause in all contracts, subcontracts, and purchase orders. The intent is to make the nondiscrimination and affirmative action provisions of Executive Order 11246, Section 503 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act, and the Jobs for Veterans act flow down to all tiers of contractors.

This contractor and subcontractor shall abide by the requirements of 41 CFR §§ 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, sexual orientation, gender identity or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability or veteran status.

I/We hereby certify that we are an equal opportunity employer as defined in the Equal Opportunity Act.

Date	**Signature of Proposer's Authorized Representative**	**Name & Title of Authorized Representative**

DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

To Be Submitted with Proposal

As required by Executive Order 12549, Debarment and Suspension, 7 CFR Part 3017, Section 3017.510, for participants or respondents in primary covered transactions:

A. The participant or respondent certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

B. Where the participant or respondent is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

C. Bidder agrees to include the following certification in all subcontracts, for all lower tiers:

"Debarment and Suspension Certification – By submission of its proposal, the contractor (or vendor, or consultant, depending on the transaction) certifies to the best of its knowledge and belief that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency in accordance with 2 CFR 200.213 and 2 CFR 180."

Date	**Name of Proposer (Person, Firm, or Corporation)**
Signature of Proposer's Authorized Representative	**Name & Title of Authorized Representative**

PROHIBITION ON POULTRY OR SEAFOOD PRODUCTS IMPORTED FROM THE PEOPLE'S REPUBLIC OF CHINA VENDOR CERTIFICATION FORM

To Be Submitted with Proposal

Adapted from California Department of Education's PRU-21

To ensure compliance with the Consolidated Appropriations Act of 2021 that was first signed into law on December 27, 2020, and then amended on March 15, 2025 and mandates that all Child Nutrition Programs are prohibited from using federal funds to procure raw or processed poultry or seafood products that are imported into the United States from the People's Republic of China. It is the program operator's responsibility to ensure the country of origin for all nondomestic raw or processed poultry or seafood products, whether purchased directly by the program operator or on their behalf. The prohibition was first set forth in the Consolidated Appropriations Act of 2021 (Public Law 116–260) Division A, Section 764, and subsequently renewed, and does not allow for any exceptions.

Implementation of this prohibition should be done by including the provision in all procurement solicitations and contracts for the procurement of poultry or seafood. To ensure compliance with the prohibition, program operators should obtain a certification of acknowledgment from their supplier, e.g., manufacturer, processor, or distributor, that acknowledges their agreement to comply with the prohibition stated within the Consolidated Appropriations). A sample of the certification language is attached to this communication and is also located below.

Vendor Certification: The Consolidated Appropriations Act of 2021 (Public Law 116–260), Division A, Section 764 (signed into law on December 27, 2020), and subsequently renewed annually, first prohibited Child Nutrition Programs from using federal funds to procure raw or processed poultry or seafood products that are imported into the United States from the People's Republic of China.

I/We certify do not use federal funds to procure raw or processed poultry or seafood products that are imported into the United States from the People's Republic of China.

We further acknowledge that noncompliance with this federal requirement may result in a finding of disallowable cost(s).

Date	**Name of Proposer (Person, Firm, or Corporation)**

Signature of Proposer's Authorized Representative	Name & Title of Authorized Representative

ALCOHOLIC BEVERAGE AND TOBACCO-FREE ENVIRONMENT CERTIFICATION

To Be Submitted with Proposal

This Tobacco-Free Environment Certification form is required from the successful Bidder.

The use of alcoholic beverages, smoking and the use of tobacco products by all persons is prohibited on or in District property. District property includes school buildings, school grounds, school-owned vehicles and vehicles owned by others while on District property. The prohibition on smoking includes the use of any electronic smoking device that creates an aerosol or vapor, in any manner or in any form, and the use of any oral smoking device for the purpose of circumventing the prohibition of tobacco smoking. Further, Health & Safety Code section 11362.3 prohibits the smoking or use of cannabis or cannabis products in any place where smoking tobacco is prohibited.

The Vendor shall procure signs stating "ALCOHOLIC BEVERAGE AND TOBACCO USE IS PROHIBITED" and shall ensure that these signs are prominently displayed in all entrances to school property at all time.

I acknowledge that I am aware of the District's policy regarding alcoholic beverages and tobacco-free environments at District sites, including the Project site and hereby certify that I will adhere to the requirements of that policy and not permit any of my firm's employees, agents, subcontractors, or my firm's subcontractors' employees or agents, to use tobacco and/or smoke on the Project site.

Date	**Name of Proposer (Person, Firm, or Corporation)**
Signature of Proposer's Authorized Representative	**Name & Title of Authorized Representative**

DRUG-FREE WORKPLACE CERTIFICATION

To Be Submitted with Proposal

This Drug-Free Workplace Certification form is required from the successful Bidder pursuant to Government Code section 8350 et seq., the Drug-Free Workplace Act of 1990. The Drug-Free Workplace Act of 1990 requires that every person or organization awarded a contract or grant for the procurement of any property or service from any state agency must certify that it will provide a drug-free workplace by doing certain specified acts. In addition, the Act provides that each contract or grant awarded by a state agency may be subject to suspension of payments or termination of the contract or grant, and the contractor or grantee may be subject to debarment from future contracting, if the contracting agency determines that specified acts have occurred.

The District is not a "state agency" as defined in the applicable section(s) of the Government Code, but the District is a local agency and public-school district under California law and requires all contractors on District projects to comply with the provisions and requirements of the Drug-Free Workplace Act of 1990.

Contractor must also comply with the provisions of Health & Safety Code section 11362.3 which prohibits the consumption or possession of cannabis or cannabis products in any public place, including school grounds, and specifically on school grounds while children are present.
Contractor shall certify that it will provide a drug-free workplace by doing all of the following:

1. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the person's or organization's workplace and specifying actions which will be taken against employees for violations of the prohibition.
2. Establishing a drug-free awareness program to inform employees about all of the following:
   - The dangers of drug abuse in the workplace.
   - The person's or organization's policy of maintaining a drug-free workplace.
   - The availability of drug counseling, rehabilitation, and employee-assistance programs.
   - The penalties that may be imposed upon employees for drug abuse violations.
3. Requiring that each employee engaged in the performance of the contract or grant be given a copy of the statement required above, and that, as a condition of employment on the contract or grant, the employee agrees to abide by the terms of the statement.

DRUG-FREE WORKPLACE CERTIFICATION

To Be Submitted with Proposal

I, the undersigned, agree to fulfill the terms and requirements of Government Code section 8355 listed above and will publish a statement notifying employees concerning (a) the prohibition of controlled substance at the workplace, (b) establishing a drug-free awareness program, and (c) requiring that each employee engaged in the performance of the Contract be given a copy of the statement required by section 8355(a), and requiring that the employee agree to abide by the terms of that statement.

I also understand that if the District determines that I have either (a) made a false certification herein, or (b) violated this certification by failing to carry out the requirements of section 8355, that the Contract awarded herein is subject to termination, suspension of payments, or both. I further understand that, should I violate the terms of the Drug-Free Workplace Act of 1990, I may be subject to debarment in accordance with the requirements of the aforementioned Act.

I acknowledge that I am aware of the provisions of and hereby certify that I will adhere to the requirements of the Drug-Free Workplace Act of 1990 and Health and Safety Code section 11362.3.

Date	**Name of Proposer (Person, Firm, or Corporation)**
Signature of Proposer's Authorized Representative	**Name & Title of Authorized Representative**

CLEAN AIR AND WATER CERTIFICATION

To Be Submitted with Proposal

Applicable if the contract exceeds $100,000 or the Contracting Officer has determined that the orders under an indefinite quantity contract in any one year will exceed $100,000 or a facility to be used has been the subject of a conviction under the Clean Air Act (41 U.S.C. 1857c-8(c)(1) or the Federal Water Pollution Control Act 33 1319(d) and is listed by EPA or the contract is not otherwise exempt.

THE VENDOR AGREES AS FOLLOWS:

- To comply with all the requirements of Section 114 of the Clean Air Act, as amended (41 U.S.C. 1857, et seq., as amended by Public Law 91-604) and Section 308 of the Federal Water Pollution Control Act (33 U.S.C. 1251, et seq., as amended by Public Law 92-500), respectively, relating to inspection, monitoring, entry, reports and information as well as other requirements specified in Section 114 and Section 308 of the Air Act and the Water Act, respectively, and all regulations and guidelines issued there under before the award of this contract.
- That no portion of the work required by this prime contract will be performed in a facility listed on the Environmental Protection Agency List of Violating Facilities on the date when this contract was awarded unless and until the EPA eliminates the name of such facility or facilities from such listing.
- To use his/her best efforts to comply with clean air standards and clean water standards at the facilities in which the contract is being performed.
- To insert the substance of the provisions of this clause in any nonexempt subcontract, including this paragraph.

THE TERMS IN THIS CLAUSE HAVE THE FOLLOWING MEANINGS:

The term "Air Act" means the Clean Air Act, as amended (41 U.S.C. 1957 et seq., as amended by Public Law 91-604).

- The term "Water Act" means Federal Water Pollution Control Act, as amended (33 U.S.C. 1251 et seq., as amended by Public Law 92-500).
- The term "Clean Air Standards'' means any enforceable rules, regulations, guidelines, standards, limitations, orders, controls, prohibitions, or other requirements which are contained in, issued under, or otherwise adopted pursuant to the Air Act or Executive Order 11738, an applicable implementation plan as described in section 110(d) of the Clean Air Act (42 U.S.C. 1957c-5(d)), an approved implementation procedure or plan under Section 111(c) or Section 111(d), respectively, of the Air Act (42 U.S.C. 1857c-6(c) or (d)), or approved implementation procedure under Section 112(d) of the Air Act (42 U.S.C. 1857c-7(d)).
- The term "Clean Air Standards" means any enforceable limitation, control, condition, prohibition, standard, or other requirement which is promulgated pursuant to the Water Act or contained in a permit issued to a discharger by the Environmental Protection Agency or by a State under an approved program, as authorized by Section 402 of the Water Act (33 U.S.C. 1342) or by local government to ensure compliance with pretreatment regulations as required by Section 307 of the Water Act (33 U.S.C. 1317).

- The term "Compliance" means compliance with clean air or water standards. Compliance shall also mean compliance with a schedule or plan ordered or approved by a court of competent jurisdiction, the Environmental Protection Agency or an Air or Water Pollution Control Agency in accordance with the requirements of the Air Act or Water Act and regulations issued pursuant thereto.

CLEAN AIR AND WATER CERTIFICATION

To Be Submitted with Proposal

- The term "facility" means any building, plant, installation, structure, mine, vessel, or other floating craft, location or sites of operations, owned, leased or supervised by the Contractor.

Date	**Name of Proposer (Person, Firm, or Corporation)**
Signature of Proposer's Authorized Representative	**Name & Title of Authorized Representative**

BUY AMERICAN CERTIFICATION

To Be Submitted with Proposal

BUY AMERICAN PROVISION (7 CFR, sections 210.21d and 220.16d; U.S. Department of Agriculture Policy Memorandum SP 23-2024) Section 104(d) of the William F. Goodling Child Nutrition Reauthorization Act of 1998 Public Law 105-336 added a provision, Section 12(n), to the National School Lunch Act (NSLA) (42 United States Code Section 1760n), that requires all school food authorities at the District to purchase, to the maximum extent practical, domestic commodities or products. This Buy American provision supports the mission of the school nutrition programs, which is to serve children nutritious meals and support American agriculture. Using food products from local sources supports local farmers and provides healthy choices for children in the school meal programs while supporting the local economy. Requiring compliance with the Buy American provision also supports the District working with local, or small, minority, and women-owned businesses as required by Federal regulations (see 2 CFR 200.321). The USDA Food Services Department (CNS) also encourages purchasing food products from local and regional sources when expanding farm to school efforts.

The Buy American provision applies to the District located in the forty-eight contiguous United States and is one of the procurement standards the District Program Operators must comply with when purchasing commercial food products served in the school meals programs.

Section 12(n) of the NSLA defines “domestic commodity or product” as an agricultural commodity that is produced in the U.S. and a food product that is processed in the U.S. substantially using agricultural commodities produced in the U.S. As codified in the final rule for the Buy American provision update, effective July 1, 2024, “substantially using agriculture commodities that are produced in the United States” means over 51 percent of a food product must consist of agricultural commodities that were grown domestically. Therefore, over 51 percent of the final processed product (by weight or volume) must consist of agricultural commodities that were grown domestically. Thus, for foods that are unprocessed, agricultural commodities must be domestic, and for foods that are processed, they must be processed domestically using domestic agricultural food components that are comprised of over 51 percent domestically grown items, by weight or volume as determined by the District.

We require that suppliers certify the percentage of U.S. content in products supplied to us according to the two-part test, which defines the country of origin for a manufactured end product: (1) the article must be manufactured in the United States; and (2) the cost of domestic components must exceed 50 percent of the cost of all the components. “We certify that our food products were manufactured in the United States and have at least 51% U.S. contents.”

Date	Name of Proposer (Person, Firm, or Corporation)
Signature of Proposer's Authorized Representative	**Name & Title of Authorized Representative**

USDA Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW, Mail Stop 9410
Washington, D.C. 20250-9410;

fax:
202-690-7442; or

email:
Program.Intake@usda.gov.

This institution is an equal opportunity provider

EXHIBIT B
Vendor Proposal and Vendor Form

ordo

Cabrillo Unified School District

Ordo - Prepared Meal & Meal Delivery Services Proposal



Orcadia | EIN #87-1199038

Hunter Rosenblume

[illegible] Pal Beach Hills, MI 48304

[illegible] | T 770 623 3592 | F 947 529 1676

Cabrillo Unified School District

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

By signing this cover letter, I/we certify that the information contained in this proposal is accurate, and all attachments required to be submitted as part of the proposal. Items required to be true and binding upon our company.

Table of Contents

Prepared Meal & Meal Delivery Services Proposal 1
Cabrillo Unified School District 1
Company Overview 5
Food & Menu 7
Automation & Compliance 10
Meet Your Ordo Team 12
Food Service Operational Plan 14
References 19
Financial Systems & Stability 20
Exhibit B: Letter of financial support from investor 23
Financial Terms 24
Vendor Questionnaire 25
Scratch Recipes 29
Ordo Lunch Menu 33
Ordo Breakfast Menu 36
Ordo Liability Insurance 39
Ordo Workers Comp Insurance 40
Cabrillo Unified RFP 41

Company Overview

Ordo's founding vision was to innovate and transform the school lunch industry through powerful technology and a unique operating model. Our mission is to bring healthier, more delicious food to students across America while empowering local suppliers and providers.

The History Behind Ordo: 30+ Years

Our story starts in 1978.

As a child nutrition educator at Great Neck Public Schools, Andrea Rosenblume stressed the importance of eating fresh, whole foods. She believed that schools shouldn't be serving highly processed meals and that children needed real, scratch-made food. That was where the idea of Ordo was born.

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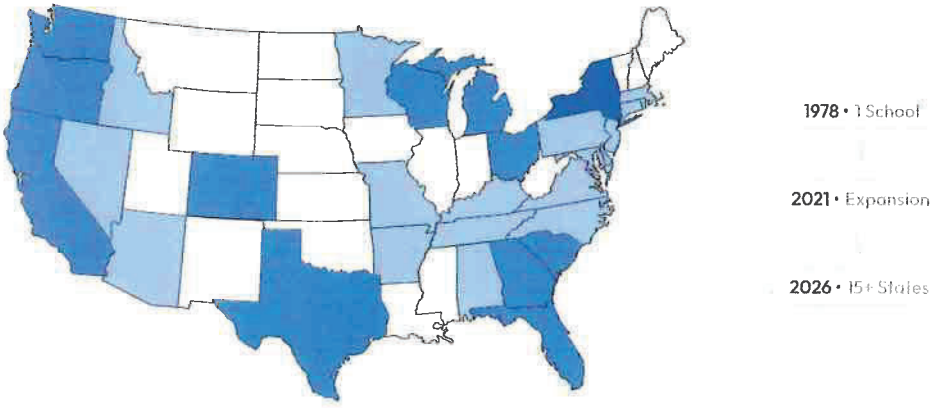
In 2022, Hunter Rosenblume—Andrea's son—became CEO of Ordo and took the idea nationwide.



Andrea Rosenblume | July, 1978

Now It's a National Movement

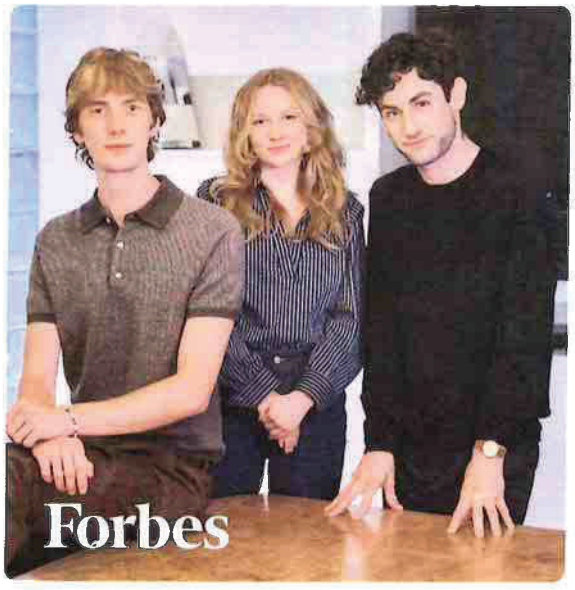
In the last 5 years, Ordo has expanded from its home state to 18 U.S. states and served schools in Ohio, California, Texas, Minnesota, South Carolina, Georgia, New Jersey, Washington, and more.



Becoming The #1 Fresh Program for Schools in the U.S

Ordo is America's fastest-growing school food program. The company has partnered with over 100 schools, districts, and preschools and is the #1 fresh school food program.

Through homestyle meals made with whole ingredients and a powerful technology platform, Ordo provides an unparalleled experience for schools. Ordo and its founders have been featured in top publications, like Forbes, recognizing them for their work in improving access to fresh food for children.



Ordo Founders in Forbes Magazine | 2026

Food & Menu

Fresh, Whole, & Homestyle: No Ultra-Processed Foods

As a company, we believe that fresh, healthy food should be available and affordable for every student. We don't think ultra-processed foods should be a part of a growing child's diet, much less what they eat everyday. All meals are prepared using whole ingredients and made from scratch, from the grilled chicken to the muffins.

See the Difference – 100% Accurate Photos

Below are real images of meals that Ordo serves in public schools. We guarantee we will serve fresh, wholesome meals of this quality and nature everyday to your students. These meals were freshly prepared, photographed, and then served.



Ordo's compliant lunch & supper meals | 2026

We're Pioneers in Farm-to-School

At Ordo, serving our local communities goes well beyond nourishing students. Our entire model revolves around connecting schools with local chefs and local ingredients. There are 3 reasons why:

It's better. It's healthier. And it just makes "cents"—because local food doesn't have a manufacturer's markup or delivery fees.



At Ordo, serving our local communities goes well beyond nourishing students. Recognizing the vital role that agriculture plays in the local economy, we believe that farms and local suppliers will be a significant ingredient source for fresh fruits and vegetables. In fact, Ordo is the only national FSMC that procures at the local level; we do not have any formal relationships with Big Food. By leveraging local chefs and local ingredients, we can offer the freshest food available, at a lower cost, while supporting businesses here.



Ordo's family-owned farming partners and their fresh produce | 2025

Our menu philosophy is simple.

Make what students love, but prepare meals from scratch with fresh produce.

At Ordo, we buy fresh, whole ingredients like our apples and chicken directly from USDA farms or major distributors, such as US Foods, with a preference towards local suppliers. We can accommodate major allergen groups and dietary restrictions in our menu items, such as gluten-free.

Our menus are regularly reviewed to ensure ingredients and meal components are 100% compliant for reimbursements in the National School Lunch Program, School Breakfast Program, and other USDA CNPs.



Ordo's compliant breakfast meals | 2026

Please find copies of Ordo's menus in the menu attachments.

Automation & Compliance

Smooth Operations Enabled by the Ordo Platform

Our modern software enables school administrators to conveniently manage their lunch program from one place.

Digital solutions built for everyone.

Ordo offers an intuitive, web-based portal accessible on any device and all leading web browsers. **New automation tools that our team has developed in-house make it easy for schools to generate production records, delivery tickets, and meal counts and simplify many other aspects of compliance.**



We offer in-line service as well as online service. Families or ad can access their accounts on our website and place their orders ahead of time. Together, our software and team helps ensure that your program is running smoothly and with minimal waste.

Ultimately, we make it easy for schools and their communities to have fresh, delicious food in their cafeterias.

Compliance Support

With our in-house software, administrators can produce compliance documentation at the click of a button. Our team has experience managing audits and compliance reviews with agencies across multiple states, so we'll be happy to be a helpful partner to Cabrillo Unified School District during those periods.

Meal	Contribution to Meal Pattern		Ordered	Delivered	Offered	Selected	Leftovers
eeset n edge							
Grilled Cheese Sando ith Green Beans & Orange Wedges 2 oz White Cheddar Cheese 2 oz WGR Bread 3/4 C Green Beans 1 C Orange Slices 8 oz Milk	Meat / Meat alternate Grain Vegetable (Other) Fruit Milk	2 oz 2 oz 0.75 C 0.5 C	22	22	22	18 Reimbursable 1 Non-Reimbursable	
urt heese edge	Meat / M Grain Ve						

Meet Your Ordo Team



Brittany Selvig, Regional Food Service Director

Ordo's food service director and registered dietitian, Brittany Selvig, develops our menus for our school districts. At Ordo, she also works closely with the chef teams on menu development, ingredient procurement, and general kitchen operations.

Brittany is a seasoned school food service director, with over ten years of leadership experience in food service management from Bozeman Public Schools. Her expertise encompasses culinary innovation, menu planning, inventory management, employee relations, catering, cost control, and ensuring high standards of food and beverage quality.



Yanping Ren, School Success Operations Manager

Serving as the first point of escalation for contractual matters, performance issues, or general inquiries is Yanping. In this role, Yanping will act as the liaison between the executive chef, your staff, and Ordo's operations team to optimize the lunch experience for schools and families. Yanping is a seasoned operations leader specializing in marketplace operations and customer support, with a focus on creating seamless and enriching experiences. With leadership experience at companies like Instacart, Zeus Living, and Cabana, Yanping brings expertise in streamlining processes and enhancing service.



Hunter Rosenblume, Ordo's CEO and Founder

Highlighting our commitment to Cabrillo Unified School District and ensuring that your school lunch program receives ample attention at our highest levels, Hunter will serve as your executive sponsor. In this role, he will be personally involved in your account, working in partnership with Yanping, serving as a point of escalation and an extra layer of accountability and service.

Hunter brings more than a decade of experience as a CEO and founder of companies transforming old industries. Previously, he co-founded Lunar Wireless, an affordable mobile phone service created in partnership with the nation's largest networks. As the founder of Ordo, Hunter is responsible for building a top-tier team and bringing fresh food to schools.



Wesley Samples, Operations and Finance

Wesley will be administering Ordo's financial and reporting system. He is seasoned financial and operations leader with experience across all aspects of FP&A, accounting, HR, payroll and people operations, and managing receivables and accounts payable. He earned his bachelor's degree in Business Administration with a concentration in Finance from Georgia Tech. Prior to Ordo, Wesley was the Co-Founder and Chief Operating Officer of Sora Schools, a national private school where he built all of their systems from scratch.



Executive Chef Masha

Masha is a proud professional chef whose passion began in her early teens and evolved into a career built on craft, creativity, and care. She is a Summa Cum Laude graduate of the SWISSAM Academy of Culinary Arts in Saint Petersburg, where she trained in classical technique alongside a broad range of international cuisines, including Californian, French, Italian, Mediterranean, and Eastern European. At Ordo, she and her culinary team provide high quality, individually packaged meals for our public schools throughout the San Francisco Bay Area.



Lori Nelson, Child Nutrition Advisor

At Ordo, Lori works closely with the team on menu development and ingredient procurement. Lori brings over 25 years of food service, including 11+ years in childhood nutrition. Among her career highlights, Lori has successfully overseen the opening of new school locations across Texas with KIPP Public Schools and constructed fully functional kitchens from scratch. She has also worked with the Chef Ann Foundation to promote healthy, scratch-cooked food in schools.

"My passion is working with schools to develop healthy, delicious school lunches that students, parents, and administrators can feel good about."

Lori Nelson, Child Nutrition Advisor

Food Service Operational Plan



Ingredient Sourcing in CA

To ensure a continuous supply of high-quality ingredients, suppliers deliver fresh produce, dairy, proteins, and pantry staples 2-3 times per week. This schedule allows for proper inventory rotation, minimizes food spoilage, and ensures meals are made with fresh ingredients. Kitchen staff conduct regular inventory checks upon delivery to verify quantities, check for freshness, and store items properly using the first-in, first-out (FIFO) method. Any discrepancies or quality issues are addressed immediately with suppliers to maintain food standards.

To support local agriculture, we strive to source at least 50% of unprocessed agricultural products from the area, maximizing the use of USDA commodities whenever requested. We make it simple for schools that wish to use commodities on our software platform. Administrators can log into the portal and just select elements from a list (ex. requesting that we use your commodity fruits on X day rather than through our typical procurement).



Local Provider Partnerships

Ordo actively partners with local bakeries, farms, and food providers in every community we serve. These relationships are central to how we operate, not an afterthought, but a core part of our program design.



A neighborhood bakery producing fresh bread, rolls, and pastries daily brings a level of quality that mass-distributed products can't match. Local farms supplying seasonal produce shorten the path from harvest to tray and put fresher ingredients on students' plates. These partners bring specialized craft and deep roots in their communities, and the food they contribute reflects that. We also work with local caterers and other food professionals where it makes sense to do so.

Just as importantly, these partnerships keep dollars local. Rather than routing food spend entirely through national supply chains, Ordo directs meaningful purchasing power to nearby businesses, supporting growers, bakers, and small food enterprises in the same neighborhoods our students call home.

For the district, this approach delivers fresher meals, broader menu variety, and a food service program that is genuinely embedded in the community.

Meal Preparation

The kitchen operates on a structured prep and cooking schedule, ensuring efficiency while maintaining quality.

More than 80% of entrees are made from scratch using recipes and all food is prepped and served within 24 hours, guaranteeing freshness and nutrition.

Meals are cooked in batches to optimize serving temperatures and prevent food from sitting for extended periods before service. Cold items (such as salads, fruit cups, and sandwiches) are prepared earlier in the day and stored at safe temperatures until service. Hot entrees are prepared close to service times to maintain optimal flavor, texture, and temperature.



Staffing and Training

Our executive chefs supervise overall food safety protocols and compliance with state and local regulations with a team of full time cooks, prep workers, and packaging staff. These front-line roles receive periodic training in safe cooking temperatures, proper cooling methods, cross-contamination prevention and sanitation best practices.

Beyond kitchen staff, trained delivery drivers or distribution personnel maintain proper temperatures during transit and document time and temperature logs. This comprehensive staffing approach—our certified manager, skilled food handlers, and quality assurance support—reinforces consistent compliance.



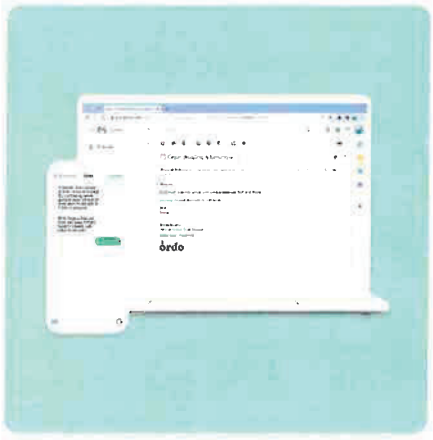
Ordo team members and students in TX, CA & OH | 2025

Meal Delivery and Schedule

A dedicated van and driver from our fleet will follow a delivery schedule each morning along a dedicated route. Our chef teams will provide freshly-prepared breakfast and lunch meals during the daily delivery. Meals will be delivered in unitized, individually packaged form, alongside the prerequisite condiments, utensils, and napkins. During onboarding, we can also assess equipment needs within the district and provide them for service as necessary for service.

Ordo will also be happy to provide custom service via "bagged" or unitized cold lunchboxes when notified in advance of field trips, minimum days, testing days, school special events, or power outages. This also applies to ordering for special food services for functions other than regular lunch periods.

Customer Support and Communication



Ordo is committed to providing responsive and effective customer service through a dedicated team of Customer Service (CS) staff available 24/7 to address issues, questions, or concerns. This team is managed by a Customer Service Manager, who ensures that inquiries are handled promptly and professionally. This service is available to both administrators and families, enabling all stakeholders to reach out to Ordo at any time. The vast majority of concerns are resolved during the chat session.

In the event our support team is unable to assist, a ticket will be entered into our incident management system. Each ticket is given a priority level based on the nature of the issue and escalated to the appropriate team. Our goal is to resolve all issues within 24 hours.



Our standard protocol includes a **first response time of one hour** for any incoming issue, reflecting our commitment to timely support. If a customer feels the process has not been followed or if an issue remains unresolved, we encourage escalation to the assigned Account Manager, who will work directly with all parties to ensure a satisfactory resolution. For Cabrillo Unified School District, that would be **Yanping Ren**, introduced earlier in our proposal. We believe that every piece of feedback is valuable and strive to actively listen, understand, and use that input to improve our services, enhance our operations, and deliver a consistently high-quality experience.

Parent & Student Marketing

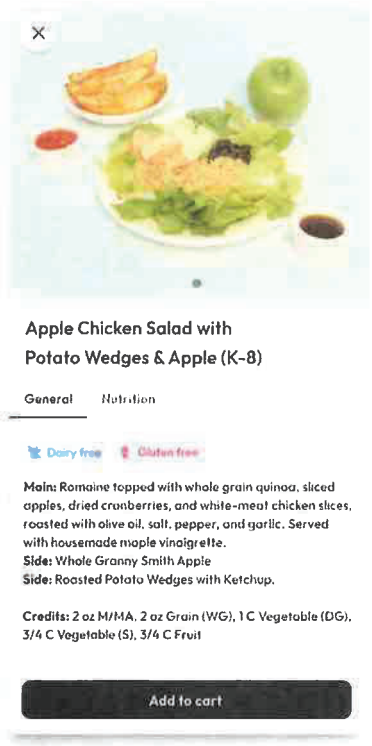
Ordo specializes in homestyle meals prepared from scratch using whole, non-processed ingredients. We believe that what you eat starts at home. Most people think that if you put up signs in the cafeteria, it will change everything and participation will just go up!

But it won't–students and families don't know what's being served. That's why we've developed our online application so families can see what's on the menu and know what their children are eating. Preparing great, fresh food and showing families that proof is a big part of how we increase participation rates.

Ordo's demonstrated ability to promote the program is not only based on flyers and text campaigns, but on a proven phenomenon we call the **"Ordo Effect." We consistently observe participation increases of over 40% when schools transition from processed, heat-and-serve meals to our fresh, scratch-made menu.** This is not a theoretical projection; it is a repeated outcome across our partner districts. In some districts, we've seen participation increase by as much as 144% in the first year.

Special Dietary Needs

On our platform, families can even filter menu choices by dietary restrictions, reducing anxiety for students and families with allergies or other special dietary needs. If families have any questions, like if they need to know if a dish has a specific ingredient, they can pose the question to our support team. Our menus have items can also accommodate common dietary restrictions such as gluten-free, dairy-free, and egg-free meals.



Ordo will ensure that meal substitutions are made for students with disabilities in accordance with their Individualized Education Plans (IEPs) or 504 Plans, with required physician documentation. Students with other medical or special dietary needs may also receive accommodations based on district decisions and proper medical documentation.

No additional charges will apply for approved meal substitutions. One of our on-staff Registered Dietitians will manage this review as needed to ensure compliance and student well-being.

References

By selecting Ordo, Cabrillo Unified School District will leverage the proven scalability of a vendor who successfully provides tens of thousands of meals every day through our base of school districts and public schools across the country.

Educational Solutions Network

Contact: Christina Benson, Fiscal Officer | cbenson@edsolns.com | (614) 989-3698

Scope of Work: Ordo provides food service to Educational Solutions, a network of charter schools in Columbus, Ohio. There, we serve fresh breakfast and lunch to children every day across multiple sites.

Ross Valley School District

Contact: Jenni Wright, Fiscal Services | jwright@rossvalleyschools.org | (415) 451-4074

Scope of Work: Ordo is proud to provide vended meal service for Ross Valley School District in the San Francisco Bay Area. Since partnering with Ordo, the breakfast and lunch program participation rate at Ross Valley has increased by more than 100%.

Hillsborough City School District

Contact: Michelle Yau, Food Services & Business Specialist | myau@hcsdk8.org | (650) 548-3316

Scope of Work: Ordo has been proud to provide food service to Hillsborough City School District located in the San Francisco Bay Area. There, we serve students from kindergarten to 8th grade.

Financial Systems & Stability

Backed by Accel, a 40-year investor, Ordo adheres to GAAP financial reporting standards. Accounts payable is efficiently handled via Tipalti, a global leader in supplier payments automation, ensuring timely and accurate disbursements. Stripe, a trusted name in payment processing, is utilized for accounts receivable, enabling seamless and secure transactions for schools and families. Together, these systems enable secure, transparent, and reliable financial operations that support our nationwide meal programs.

Automated Compliance & Financial Tooling

Our team leverages technology to make school meals easier, better, and consistently compliant. Our suite of products--for schools, chefs, and families--are included free of charge. Technology is a key component of everything we do at Ordo, and our software solutions are designed to make food service easier and better for everyone involved. You can opt in to use any of our solutions, or we can integrate with existing solutions that you use.

- Our distribution software tracks daily meal participation and payment history.
- Our compliance software ensures that meals meet federal and state nutrition requirements.
- Our reporting tools enable schools to analyze meal data, export reports such as production records, and make informed decisions about their meal program.

Commitment to Service

Additionally, Ordo commits to maintaining continuous service throughout the contract period, ensuring that scholars receive consistent, nutritious meals without disruption. Our financial resilience, strategic planning, and operational efficiency allow us to uphold this guarantee, reinforcing our reliability as a trusted food service partner.

Ordo operates with the financial rigor typically associated with top-tier corporations and maintains the professionalism and discipline expected of a leading food service management company. In 2026, we completed an equity financing round led by Accel—one of the world's leading venture capital firms, with approximately $30 billion in assets under management.

As confirmed in Accel's attached letter, Accel periodically reviews our financials and remains supportive of our growth and expansion plans. Accel affirms that Ordo has the financial means to honor the commitments outlined in our submission.

Ordo also affirms and agrees that it will comply with the rebate, discount, and credit reporting requirements from USDA.

Marketing and Growth of the Program

At Ordo, we believe that the most effective path to a financially self-sustaining school food program is drastically improving the product to drive revenue. Our model is built on a simple premise: when food is fresh, scratch-made, and delicious, student participation rises. Higher participation generates increased reimbursements, which in turn funds the program's operations and stability.

As mentioned earlier in this proposal, Ordo's demonstrated ability to promote the program is not only based on flyers and text campaigns, but on a proven phenomenon we call the "Ordo Effect." We consistently observe participation increases of over 40% when schools transition from processed, heat-and-serve meals to our fresh, scratch-made menu. This is not a theoretical projection; it is a repeated outcome across our partner districts. In some districts, we've seen participation increase by as much as 144% in the first year.

Proven Historical Performance

Ross Valley School District in the San Francisco Bay Area saw breakfast and lunch program participation rates increase by more than 60% after partnering with Ordo.



Hillsborough City School District historically only had a 20% lunch participation rate. After partnering with Ordo, they saw a 144% increase in participation across their 4 campuses.

Miller Creek School District in the San Francisco Bay Area saw their participation double within a matter of weeks when starting with Ordo. Ordo partnered with a local renowned chef to deliver fresh, scratch-made meals daily.

At Ordo we measure performance by increase in ADP and periodic ratings of our menu and program at our partner schools.

ordo | Sample School District

Billing period: 2026/01/01 - 2026/01/31

Summary

Values	Amount	Quantity
Elementary School	**$26,216.60**	**35315**
Breakfast	$4,536.00	9600
1 Reimbursable Meal per Student per Day	$4,536.00	9600
Lunch	$21,680.60	25715
1 Reimbursable Meal per Student per Day	$21,680.60	25715
Middle School	**$30,376.50**	**39742**
Breakfast	$2,835.00	6220
1 Reimbursable Meal per Student per Day	$2,835.00	6220
Lunch	$27,541.50	33522
1 Reimbursable Meal per Student per Day	$27,541.50	33522
High School A	**$28,054.60**	**36082**
Breakfast	$2,289.00	5006
1 Reimbursable Meal per Student per Day	$2,289.00	5006
Lunch	$25,765.60	31076
1 Reimbursable Meal per Student per Day	$25,765.60	31076
High School B	**$16,308.50**	**21870**
Breakfast	$2,226.00	4990
1 Reimbursable Meal per Student per Day	$2,226.00	4990
Lunch	$14,082.50	16880
1 Reimbursable Meal per Student per Day	$14,082.50	16880
Subtotal	$100,956.20	
Taxes	$0.00	
Total	**$100,956.20**	**133009**

Thu 01/01 - Sat 01/31 1 / 1

Exhibit A: Sample Invoice

Accel

sara@accel.com



Financial Terms

Sales & Use Tax

All pricing set forth in this proposal does not include any applicable sales and use taxes. If the SFA is not exempt from these taxes, Ordo will charge them in addition to the bid prices stated herein. The SFA should provide a valid tax-exempt certificate at or before the time of contract execution if it claims exemption.

Early Payment Incentives Offered by Vendor

Ordo offers the following early payment incentive to qualifying SFAs:

Payment Upon Ordering — 1% Discount

- SFA pays for meals when they are ordered.
- Vendor shall apply a 1% discount to the total order amount automatically.

Adjustments & Reconciliation

Post-delivery adjustments (e.g., credits) will be handled as follows:

- Reconciled after service delivery.
- Issued as credits to the SFA's Ordo ordering account for use toward future orders or invoices.

Vendor Questionnaire

Delivery Specifications

1. **Describe your contingency plan in the event you are unable to deliver the daily meals required.**
   a. In the unlikely event your partner kitchen is unable to fulfill the daily ordered meal count for any reason, Ordo has established contingency protocols to ensure uninterrupted meal service to participating schools. Our primary backup approach is to have the designated kitchen prepare and deliver a substitute meal that meets all NSLP meal pattern requirements, including the appropriate food components (grains, meat/meat alternate, fruit, vegetable, and fluid milk), age/grade group portion sizes, dietary specifications such as whole grain-rich and weekly vegetable subgroup requirements.
   b. Should the originating kitchen be entirely unable to produce and deliver meals, Ordo will activate our secondary backup plan by deploying one of our alternate kitchen partners within the Bay Area network to prepare and deliver compliant replacement meals to the affected school site. All backup kitchens in our network are pre-vetted for NSLP compliance, hold current health permits, follow HACCP-based food safety protocols, and maintain the documentation required for production records, standardized recipes, and Buy American provisions. Ordo's operations team will coordinate logistics, communicate any menu substitutions to school food service staff in advance where possible, and ensure that all substitute meals are reimbursable under NSLP/SBP and properly documented for audit purposes.
2. **What is the current makeup of your delivery vehicle fleet? Please include the year, make, and model of each delivery vehicle as well as the refrigeration units on these delivery vehicles.**
   a. We currently use 2 dedicated delivery vehicles from our closest kitchen for our schools around San Francisco: a 2007 Chevrolet Express, and a 2016 Dodge Promaster 1500. We provide hundreds of thousands of meals per year around the Bay Area to districts like Hillsborough City School District. We anticipate providing additional vehicles for added scale as we expand this year, including to recently awarded districts like Larkspur Corte-Madera School District in Marin County. Our kitchen has already committed increasing delivery fleet size based on additional schools we anticipate bringing onto our network.
3. **Describe your company's capacity to meet the anticipated demand for this proposal. How would you ensure consistent service delivery and quality control if the order volume increases?**
   a. We operate a fully permitted commercial production facility built for high-volume institutional meal service. Our kitchen is staffed and equipped to comfortably handle the Cabrillo Unified School District's anticipated volume of approximately 49,500 breakfasts and 117,900 lunches annually, with room for growth—we typically see participation increase as we bring fresh, scratch-made meals to the

Safety Records & Controls: Medical & Special Dietary Needs

1. **Can Medical & Special Dietary needs be met per National School Lunch Program and the School Breakfast Program, in accordance with USDA and CDE guidelines?**
   a. Yes, we can meet those needs.
2. **Describe your protocols for managing major allergens.**
   a. Our protocol is rooted in clinical oversight and personalized review. When a special diet statement is received by Ordo, it is immediately escalated to our team of Registered Dietitian Nutritionists (RDN). The RDN conducts a comprehensive review of the student's needs to determine the safest meal path:
      i. Menu Integration: if the student can safely consume our allergen-safe menu items (Listed below), the RDN approves those selections.
      ii. Risk Mitigation: If a student's needs cannot be met through our standard scratch-made kitchen items due to high cross-contamination risk or rare sensitivities, we provide high-quality, allergen-safe prepackaged meals.
      iii. Peer Inclusivity: Our platform is designed to keep students "part of the lunchroom community." If a main entree contains an allergen but the daily sides (such as fresh fruit and vegetables) are safe, our system allows the student to receive the allergen-free entree while still enjoying the same sides as their peers.
3. **Are you able to provide allergen-free meals?**
   a. Yes, we provide specific, scratch-made meals designed to be free of the most common allergens. We maintain a rotating menu of entrees that are Top 9 Free.
   b. Menu Examples:
      i. Beef Burrito Bowl with Southwest Pinto Beans & Fresh Apple
      ii. Greek Salad with Baby Carrots & Orange Wedges
      iii. Asian Chicken Bowl with Green Beans & Fresh Melon
      iv. Southwest Chicken Bowl with Steamed Broccoli & Banana
      v. Chicken & Apple Grain Bowl with Potato Wedges and Fresh Apple

Service Reliability and Past Performance

1. **Describe your company's experience providing Vended Meals to educational institutions or similar settings. Please provide specific examples of projects and their scope.**
    a. Ordo is a trusted partner in K-12 food service, having successfully served hundreds of schools with reliable, compliant, and cost-effective meal programs. Our entire model, from procurement to menu, is designed to provide fresh, high-quality, homestyle meals to students in every school we partner with. We prioritize locally sourced ingredients in our supply chain. We design our meals to be both healthy and attractive to students while still maintaining compliance with nutritional requirements. Our amazing team has provided the same high quality service and product to schools in cities, suburban areas, and rural communities.
        i. In short, we are exceptionally adept at the exact type of service that Cabrillo Unified is looking for.
    b. Dozens of our partner schools receive vended meal services from Ordo, including nearby districts in the county like Hillsborough. We also provide vended meal service to many other districts across California, including local Bay Area ones like Ross Valley School District all the way down to the Monterrey area with Washington Union School District and Spreckels Union School District.
    c. We are experts at vended meal service for schools–we provide thousands and thousands of fresh meals daily from our kitchens across the country, including many in California. We have experience in navigating meal program audits and reviews and are a very responsive partner to the schools we work with. Most importantly, we have a strong record of raising the quality of meals in our schools, typically leading to higher levels of participation.
2. **Can you meet all aspects of the Service Level Agreement as described in this RFP**
    a. Yes, we can meet all requirements and aspects of service as described in this RFP.
3. **During the prior school year how many K-12 school districts did you service?**
    a. In California alone, we've served 6 school districts in the past school year. The rest of our schools that we serve consist of mostly charter schools.

Scratch Cooking

1. Is your facility staffed and capable of producing different/diverse scratch cooked menu items for each menu cycle?
   a. Yes, we almost exclusively provide scratch-made meals in our menu cycles for all of the schools that we work with. All food is prepared fresh daily and served on time and with consistent quality to students.
2. Please list two scratch cooked recipes that are prepared from using minimally processed ingredients to be prepared once per 2-week menu cycle.
   a. The recipes are listed on the following pages, alongside our menus.

Creamy Cheddar Mac (Whole Wheat) (1 C) (K-12)

Print

Ingredients

4 g Butter, Unsalted | 4 g Flour, Wheat, Whole-Grain | 1 g Salt, Kosher

1.98 oz Pasta, Elbow Macaroni, 51% Whole Grain, Dry (Dakota Growers)

2.4 oz Cheese, Reduced Fat, Medium Cheddar, Shredded (Bongards Reduced Fat Cheddar Feather Cheese Shred, 5 Pound -...

3.94 oz Milk, Regular, 1% Low Fat, Jug

Hot 145.0 F | Peanut free | Sesame free | Tree-nut free | Vegetarian | Seafood free | Whole Grain

Prepare Creamy Cheddar Mac (Whole Wheat) (1 C) (NSLP K-12)

1. Preheat oven to 350 degrees.

2. In a large pot heat butter until melted, then add flour. Whisk until a blonde roux is reached, about 5-7 minutes.

3. Slowly whisk in milk until well combined. Bring to a simmer for about 3-5 minutes.

4. Once a thick bechamel sauce is achieved, use a burr mixer or whisk to mix in cheese and salt.

5. Bring water to a boil, add the pasta and stir. Cook pasta according to packaging. Drain.

6. Portion 4 lb cooked pasta per hotel pan. Pour 1 gallon of prepared cheese sauce into each hotel pan with the 4 lb of pasta. Mix.

7. Cover the pan with foil and bake for 15 minutes or until internal temp reaches 165 degrees.

8. After 15 minutes uncover and add 225g of cheddar cheese per pan on top.

9. Return to the oven and allow the cheese to melt for another 15 minutes.

HACCP:

- Cooking: Cook to 165°F x 15 seconds.
- Holding: Hot-hold: Hold finished product at ≥ 135 °F or use Time as PHC ≤ 4 h.
- Cooling: Cool 135° → 70 °F ≤ 2 h; 70 → 41 °F ≤ 4 h.

MEAL COMPONENT:

- M/MA: 2 oz
- Grain: 2 oz

Southwest Chicken Salad (Individually Packaged) (NSLP K-12)

Print

Ingredients

1.19 oz Oil, Olive | 1.02 oz Lime Juice | 0.08 oz Cumin, Ground | 0.07 oz Salt, Iodized Table | 0.04 oz Pepper, Black, Ground | 4.06 oz Water | 2.74 oz Chicken Breast, Skinless, Boneless, Raw | 0.99 oz Black Beans, Low-Sodium, Canned | 1 g Chipotle Powder (Gluten-Free) | 20 g Tomato, Roma, Raw | 20 g Sweet Corn, Canned | 20 g Cucumber, Raw | 2.12 oz Lettuce, Romaine, Raw | 1.98 oz Quinoa, Dry

Chilled 37.0 F | Peanut free | Tree-nut free | Gluten free | Dairy free | Egg free | Sesame free | Soy free | Seafood free | Whole Grain

Prepare Lime Vinaigrette Cup (NSLP K-12)

1. In a small bowl, whisk together ingredients (olive oil, lime juice, ground cumin, iodized salt, ground back pepper) to create vinaigrette.
2. Pack 1.5 oz in condiment cup.

Prepare Southwest Chicken Salad GF/DF (Individually Packaged) (NSLP K-12)

1. Preheat the oven to 375. °F.
2. Dice chicken into 1" pieces.
3. Toss chicken with half of chipotle powder and olive oil. Place on parchment-lined baking sheet.
4. Bake uncovered for 15-18 minutes or until internal temp reaches 165 °F.
5. Cool chicken: 135 ◦ 70 °F ≤ 2 h; 70 ◦ 41 °F ≤ 4 h.
6. Dice tomato, cucumber, and if using canned corn drain and rinse. Wash romaine, and chop.
7. Prepare quinoa according to package instructions.
8. Drain and rinse black beans.
9. Make dressing by whisking together Olive Oil, Lime Juice, Cumin, Salt and Pepper.
10. Layer 1 C Quinoa, 60 g romaine lettuce, 2 oz diced chicken, 28 g black beans, 20 g tomato, 20 g cucumber, and 20 g corn. Serve with 30 gm Lime Vinaigrette.

HACCP:

- Cooking: Cook chicken to 165°F x 15 seconds.
- Cooking: Cook quinoa to 135°
- Cooling: Cool chicken 135° ◦ 70 °F ≤ 2 h; 70 ◦ 41 °F ≤ 4 h.
- Cold Hold: < 41° or use Time as PHC ≤ 4 h.

MEAL COMPONENT:

- M/MA: 2 oz
- Grain: 2 oz
- Dark Green Vegetables: 0.5 cup
- Additional Vegetables: 0.25 cup

Blueberry Oat Bar (Whole Wheat) (Housemade)

Print

Ingredients

1.32 tsp Oil, Canola | 1.06 oz Rolled Oats, Whole Grain Rich | 250 mg Cinnamon, Ground | 7.5 g Sugar, Brown | 25 g Blueberries, Frozen | 10 g Flour, Wheat, Whole-Grain | 900 mg Baking Powder | 200 mg Salt, Kosher | 8.4 g Egg, Raw | 1.55 oz Milk, Regular, 1% Low Fat, Jug | 1.92 pinch Vanilla Extract, Pure

Chilled 37.0 F | Whole Grain | Peanut free | Sesame free | Tree-nut free | Soy free | Vegetarian | Seafood free

Prepare Blueberry Oat Bar (Whole Wheat) (Housemade) (SBP)

1. Preheat oven to 350 °F.
2. In a large bowl, mix oats, flour, baking powder, salt, cinnamon.
3. In another bowl, whisk eggs, milk, oil, brown sugar, and vanilla
4. Combine wet and dry ingredients until just mixed.
5. Gently fold in blueberries.
6. Pour into greased baking dish and spread evenly.
7. Bake 35-40 minutes, until set and lightly brown on top.
8. Let cool, then cut into equal portions (~118g each).

HACCP

- Cooking: Bake oat bar to 165°F x 15 seconds.
- Cooling: Cool 135° - 70 °F ≤ 2 h; 70 - 41 °F ≤ 4 h.
- Holding: Maintain at 41°F or below.

MEAL COMPONENT

- Grain: 2 oz

Housemade Protein Choco Chip Mini Muffins (3 Each)

Print

Ingredients

16 g Flour, All-Purposed, Unbleached | 17 g Flour, Wheat, Whole-Grain | 300 mg Baking Powder | 200 mg Baking Soda | 100 mg Salt, Iodized Table | 27 g Egg, Raw | 1.02 oz Yogurt, Plain, Non-Fat | 1.02 oz Applesauce, Unsweetened | 2.28 tsp Maple Syrup (pure) | 5.76 dash Vanilla Extract, Pure | 20 g Chocolate Chips, Semi-Sweet, Mini | 1.98 tsp Oil, Vegetable

Room 70.0 F | Sesame free | Peanut free | Seafood free | Tree-nut free | Whole Grain | Vegetarian

Prepare Housemade Protein Choco Chip Mini Muffins (3 Each) (SBP)

1. Preheat oven to 350 degrees. Prepare mini muffin tins by lining with paper liners and greasing.
2. In a bowl stir together the flours, baking powder, baking soda and salt.
3. In another bowl combine the yogurt, applesauce, maple syrup, eggs, oil and vanilla extract.
4. Gently stir the yogurt mixture into the flour mixture.
5. Fold in the chocolate chips.
6. Using a #50 disher divide the batter into the prepared muffin tin.
7. Bake for 10-12 minutes, or until the edges are lightly golden brown and toothpick inserted into the center comes out clean.

HACCP:

- Cooking: Bake muffin to 165°F x 15 seconds.
- Cooling: Cool 135° → 70 °F ≤ 2 h; 70 → 41 °F ≤ 4 h.
- Holding: Maintain at 41°F or below.

MEAL COMPONENT:

- Grain: 2 oz

NSLP Lunch

Ordo provides scratch-made & healthy school lunches.



All menu items are served with a compliant choice of milk.

USDA This institution is an equal opportunity provider.

1

Monday	Tuesday	Wednesday	Thursday	Friday
Cheeseburger with Potato Wedges & Fresh Apple Nut-free Wholegrain	**Cheese Quesadilla** with Southwest Pinto Beans & Orange Wedges Vegetarian Egg-free Sesame-free Nut-free Wholegrain	**Chicken Nuggets & Creamy Cheddar Mac** with Steamed Broccoli & Fresh Apple Sesame-free Nut-free Wholegrain	**Cinnamon Pancakes & Turkey Sausage** with Cucumber Coins & Banana Egg-free Sesame-free Nut-free Wholegrain	**BBQ Chicken Calzone** with Carrots & Pear Nut-free Wholegrain
Grilled Cheese with Potato Wedges & Fresh Apple Vegetarian Sesame-free Nut-free Wholegrain	**Beef Soft Tacos** with Southwest Pinto Beans & Orange Wedges Egg-free Sesame-free Nut-free Wholegrain	**Creamy Cheddar Mac & Breadstick** with Steamed Broccoli & Fresh Apple Vegetarian Nut-free Wholegrain	**Cinnamon Pancakes & Eggs** with Cucumber Coins & Banana Vegetarian Sesame-free Soy-free Nut-free Wholegrain	**Cheese Pizza Calzone** with Carrots & Pear Vegetarian Nut-free Wholegrain

2

Monday	Tuesday	Wednesday	Thursday	Friday
Grilled Cheese with Baked Beans & Fresh Apple Vegetarian Sesame-free Nut-free Wholegrain	**Chicken & Veggie Fried Rice** with Green Beans & Orange Wedges Dairy-free Egg-free Sesame-free Nut-free Wholegrain	**Cheesy Baked Pasta** with Steamed Broccoli & Fresh Apple Vegetarian Egg-free Sesame-free Nut-free Wholegrain	**Chicken Nuggets & Breadstick** with Carrots & Banana Nut-free Wholegrain	**Cheese Pizza Calzone** with Seasoned Corn & Pear Vegetarian Nut-free Wholegrain
BBQ Pork Sando with Baked Beans & Fresh Apple Dairy-free Egg-free Sesame-free Nut-free Wholegrain	**Edamame & Veggie Fried Rice** with Green Beans & Orange Wedges Vegetarian Dairy-free Egg-free Sesame-free Nut-free Wholegrain	**Italian Meat Sauce over Penne** with Steamed Broccoli & Fresh Apple Dairy-free Egg-free Sesame-free Nut-free Wholegrain	**Cheese Quesadilla** with Carrots & Banana Vegetarian Egg-free Sesame-free Nut-free Wholegrain	**Pepperoni Pizza Calzone** with Seasoned Corn & Pear Sesame-free Nut-free Wholegrain

All menu items are served with a compliant choice of milk. USDA **This institution is an equal opportunity provider.**

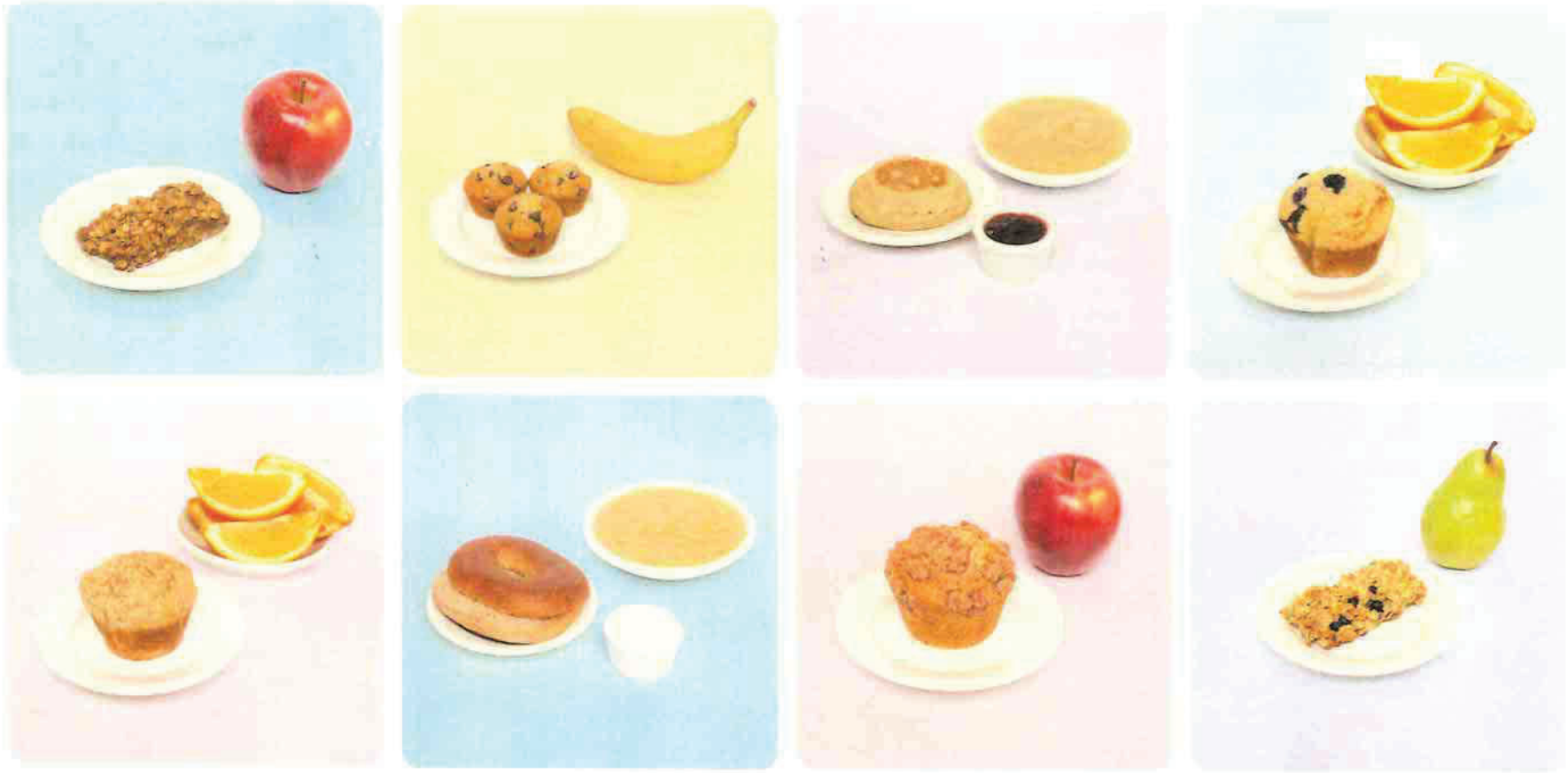
	Monday	Tuesday	Wednesday	Thursday	Friday
3	 **Beef Hot Dog** with Potato Wedges & Fresh Apple Nut-free Wholegrain	 **Pulled Chicken Tacos** with Southwest Pinto Beans & Orange Wedges Sesame-free Nut-free Wholegrain	 **Chicken Alfredo Pasta** with Steamed Broccoli & Fresh Apple Sesame-free Nut-free Wholegrain	 **French Toast & Turkey Sausage** with Cucumber Coins & Banana Sesame-free Nut-free Wholegrain	 **BBQ Chicken Calzone** with Carrots & Pear Nut-free Wholegrain
	 **Grilled Cheese** with Potato Wedges & Fresh Apple Vegetarian Sesame-free Nut-free Wholegrain	 **Cheese Quesadilla** with Southwest Pinto Beans & Orange Wedges Vegetarian Egg-free Sesame-free Nut-free Wholegrain	 **White Bean Pasta Alfredo** with Steamed Broccoli & Fresh Apple Vegetarian Sesame-free Nut-free Wholegrain	 **French Toast & Eggs** with Cucumber Coins & Banana Vegetarian Sesame-free Nut-free Wholegrain	 **Cheese Pizza Calzone** with Carrots & Pear Vegetarian Nut-free Wholegrain

	Monday	Tuesday	Wednesday	Thursday	Friday
4	 **Grilled Cheese** with Baked Beans & Fresh Apple Vegetarian Sesame-free Nut-free Wholegrain	 **Teriyaki Chicken & Garlic Brown Rice** with Green Beans & Orange Wedges Dairy-free Egg-free Sesame-free Nut-free Wholegrain	 **Cheesy Baked Pasta** with Steamed Broccoli & Fresh Apple Vegetarian Egg-free Sesame-free Nut-free Wholegrain	 **BBQ Chicken Drumstick & Breadstick** with Carrots & Banana Nut-free Wholegrain	 **Cheese Pizza Calzone** with Seasoned Corn & Pear Vegetarian Nut-free Wholegrain
	 **Crispy Chicken Sando** with Baked Beans & Fresh Apple Nut-free Wholegrain	 **Edamame & Garlic Brown Rice** with Green Beans & Orange Wedges Vegetarian Dairy-free Egg-free Sesame-free Nut-free Wholegrain	 **Italian Meat Sauce over Penne** with Steamed Broccoli & Fresh Apple Dairy-free Egg-free Sesame-free Nut-free Wholegrain	 **Cheese Quesadilla** with Carrots & Banana Vegetarian Egg-free Sesame-free Nut-free Wholegrain	 **Pepperoni Pizza Calzone** with Seasoned Corn & Pear Sesame-free Nut-free Wholegrain

All menu items are served with a compliant choice of milk. USDA **This institution is an equal opportunity provider.**

SBP Breakfast

Ordo provides freshly baked & nutritious school breakfasts.



All menu items are served with a compliant choice of milk.

USDA This institution is an equal opportunity provider.

1

Monday	Tuesday	Wednesday	Thursday	Friday
 **Wheat Bagel & Cream Cheese** with Applesauce Vegetarian Egg-free Sesame-free Nut-free Wholegrain	 **Scratch-Made Choco Chip Granola Bar** with Pear Vegetarian Sesame-free Nut-free Wholegrain	 **Scratch-Made Blueberry Muffin** with Orange Slices Vegetarian Sesame-free Soy-free Nut-free Wholegrain	 **Scratch-Made Cinnamon Crumb Muffin** with Apple Vegetarian Soy-free Sesame-free Nut-free Wholegrain	 **Scratch-Made Mini Protein Choco Chip Muffins** with Banana Vegetarian Egg-free Sesame-free Nut-free Wholegrain
 **Cereal** with Daily Fruit Honey Nut Cheerios • GF/DF Rice Chex Vegetarian Egg-free Sesame-free Soy-free Nut-free Wholegrain	 **Cereal** with Daily Fruit Honey Nut Cheerios • GF/DF Rice Chex Vegetarian Egg-free Sesame-free Soy-free Nut-free Wholegrain	 **Cereal** with Daily Fruit Honey Nut Cheerios • GF/DF Rice Chex Vegetarian Egg-free Sesame-free Soy-free Nut-free Wholegrain	 **Cereal** with Daily Fruit Honey Nut Cheerios • GF/DF Rice Chex Vegetarian Egg-free Sesame-free Soy-free Nut-free Wholegrain	 **Cereal** with Daily Fruit Honey Nut Cheerios • GF/DF Rice Chex Vegetarian Egg-free Sesame-free Soy-free Nut-free Wholegrain

2

Monday	Tuesday	Wednesday	Thursday	Friday
 **Wheat English Muffin & Jam** with Applesauce Vegetarian Vegan Egg-free Dairy-free Nut-free Wholegrain	 **Scratch-Made Blueberry Granola Bar** with Pear Vegetarian Soy-free Sesame-free Nut-free Wholegrain	 **Scratch-Made Snickerdoodle Muffin** with Orange Slices Vegetarian Soy-free Sesame-free Nut-free Wholegrain	 **Scratch-Made Maple Oat Bar** with Fresh Apple Vegetarian Soy-free Sesame-free Nut-free Wholegrain	 **Scratch-Made Mini Protein Choco Chip Muffins** with Banana Vegetarian Sesame-free Nut-free Wholegrain
 **Cereal** with Daily Fruit Cinnamon Cereal • Cinnamon Rice Chex Vegetarian Egg-free Sesame-free Soy-free Nut-free Wholegrain	 **Cereal** with Daily Fruit Cinnamon Cereal • GF/DF Rice Chex Vegetarian Egg-free Sesame-free Soy-free Nut-free Wholegrain	 **Cereal** with Daily Fruit Cinnamon Cereal • Cinnamon Rice Chex Vegetarian Egg-free Sesame-free Soy-free Nut-free Wholegrain	 **Cereal** with Daily Fruit Cinnamon Cereal • Cinnamon Rice Chex Vegetarian Egg-free Sesame-free Soy-free Nut-free Wholegrain	 **Cereal** with Daily Fruit Cinnamon Cereal • Cinnamon Rice Chex Vegetarian Egg-free Sesame-free Soy-free Nut-free Wholegrain

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	Monday	Tuesday	Wednesday	Thursday	Friday
3	 **Wheat Bagel & Cream Cheese** with Applesauce Vegetarian Egg-free Sesame-free Nut-free Whole Grain	 **Scratch-Made Choco Chip Granola Bar** with Pear Vegetarian Sesame-free Nut-free Whole Grain	 **Scratch-Made Blueberry Muffin** with Orange Slices Vegetarian Sesame-free Soy-free Nut-free Whole Grain	 **Scratch-Made Cinnamon Crumb Muffin** with Apple Vegetarian Soy-free Sesame-free Nut-free Whole Grain	 **Scratch-Made Mini Protein Choco Chip Muffins** with Banana Vegetarian Egg-free Sesame-free Nut-free Whole Grain
	 **Cereal** with Daily Fruit Honey Nut Cheerios • GF/DF Rice Chex Vegetarian Egg-free Sesame-free Soy-free Nut-free Whole Grain	**Cereal** with Daily Fruit Honey Nut Cheerios • GF/DF Rice Chex Vegetarian Egg-free Sesame-free Soy-free Nut-free Whole Grain	 **Cereal** with Daily Fruit Honey Nut Cheerios • GF/DF Rice Chex Vegetarian Egg-free Sesame-free Soy-free Nut-free Whole Grain	 **Cereal** with Daily Fruit Honey Nut Cheerios • GF/DF Rice Chex Vegetarian Egg-free Sesame-free Soy-free Nut-free Whole Grain	 **Cereal** with Daily Fruit Honey Nut Cheerios • GF/DF Rice Chex Vegetarian Egg-free Sesame-free Soy-free Nut-free Whole Grain

	Monday	Tuesday	Wednesday	Thursday	Friday
4	 **Wheat English Muffin & Jam** with Applesauce Vegetarian Vegan Egg-free Dairy-free Nut-free Whole Grain	 **Scratch-Made Blueberry Granola Bar** with Pear Vegetarian Soy-free Sesame-free Nut-free Whole Grain	 **Scratch-Made Snickerdoodle Muffin** with Orange Slices Vegetarian Soy-free Sesame-free Nut-free Whole Grain	 **Scratch-Made Maple Oat Bar** with Fresh Apple Vegetarian Soy-free Sesame-free Nut-free Whole Grain	 **Scratch-Made Mini Protein Choco Chip Muffins** with Banana Vegetarian Sesame-free Nut-free Whole Grain
	 **Cereal** with Daily Fruit Cinnamon Cereal • Cinnamon Rice Chex Vegetarian Egg-free Sesame-free Soy-free Nut-free Whole Grain	 **Cereal** with Daily Fruit Cinnamon Cereal • GF/DF Rice Chex Vegetarian Egg-free Sesame-free Soy-free Nut-free Whole Grain	 **Cereal** with Daily Fruit Cinnamon Cereal • Cinnamon Rice Chex Vegetarian Egg-free Sesame-free Soy-free Nut-free Whole Grain	 **Cereal** with Daily Fruit Cinnamon Cereal • Cinnamon Rice Chex Vegetarian Egg-free Sesame-free Soy-free Nut-free Whole Grain	 **Cereal** with Daily Fruit Cinnamon Cereal • Cinnamon Rice Chex Vegetarian Egg-free Sesame-free Soy-free Nut-free Whole Grain

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CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue

Half Moon Bay, California 94019

REQUEST FOR PROPOSAL (RFP)

Prepared Meal & Meal Delivery Services

 # 26-0001

PROPOSAL DUE DATE AND TIME

May 15, 2026 1:00 PM (PST)

Date	Activity
April 27, 2026	Distribution of RFP
April 27 & May 4, 2026	Advertise RFP
May 11, 2026 at 1:00 p.m.	Deadline for Submitting Questions
May 15, 2026 at 1:00 p.m.	RFP Due
June 11, 2026	Award of Contract

Notice of Request for Proposals

RFP No. # 26-0001

Notice is hereby given that the Cabrillo Unified School District will receive sealed Request for Proposals (RFPs) for the procurement of the following:

Prepared Meal & Meal Delivery Services

RFPs must be received prior to **1:00 p.m. PST on May 15, 2026**. RFPs must be submitted in a sealed envelope, with original signatures, marked with the RFP number and title, and returned to:

Attn: Jennifer Marsh
Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay, CA 94019

Proposers are responsible for making certain that quotations are received by the proper date and time. RFPs received after the scheduled Submittal Deadline will be returned unopened. **Facsimile (FAX) copies of the proposal will not be accepted.** It is the responsibility of the Proposer to see that any proposals submitted shall have sufficient time to be received by the District before the RFP Submittal Deadline. Late RFPs will be returned to the Proposer unopened.

The District reserves the right to accept or reject any or all proposals or any combination thereof, and to waive any informality in the RFP process. The District makes no representation that participation in the RFP process will lead to an award of contract or any consideration whatsoever. In no event will the District be responsible for the cost of preparing a response to this RFP. The District also reserves the right to waive any informalities or irregularities in received proposals. All Proposers will be responsible for obtaining any addendums or revisions to the RFP, which will be posted in the same manner as the RFP documents. The District reserves the right to cancel the procurement opportunity without awarding a contract to any Proposers.

Companies interested in proposing may access RFP information online at the District's website: Cabrillo USD

Request For Proposal Signature Page

To Be Submitted with Proposal



This checklist is provided as a convenience to assist proposers in ensuring that a complete quotation package is returned. It is not represented as being comprehensive and compliance therewith does not relieve the Proposer of responsibility for compliance with any requirements which may not be mentioned specifically in this checklist. Completed original documents are required; fax or email documents will not be accepted.

All of the listed items must be fully completed and returned to constitute a complete quotation package. It is <u>not</u> necessary to return the checklist with the Proposal.

Check ✔	Page(s)	***Return completed hard copy with original signature.***
X	3	Request for Proposal Signature Page
X	26	Vendor Questionnaire
X	27	Fee Proposal
X	28	References
X	29	Noncollusion Declaration
X	30	Proposer's Statement Regarding Insurance Coverage
X	31	Workers' Compensation Insurance Certificate
X	32-34	Certification Regarding Lobbying
X	35	Fingerprint Clearance Certification
X	36	Equal Opportunity Employment
X	37	Debarment, Suspension, and other Responsibility Matters
X	38	Prohibition on Poultry or Seafood Products Imported from the People's Republic of China
X	39	Alcoholic Beverage and Tobacco-Free Environment
X	40-41	Drug-Free Workplace Certification
X	42-43	Clean Air and Water Certification
X	44	Buy American Certification
X	45	USDA Nondiscrimination Statement
X	N/A	Five Week Sample Menu Cycle
X	N/A	Sample Meals
		Addenda *Return any addenda released, following instructions on each document.*

Overview of Requirements

The Cabrillo Unified School District (hereinafter "the District") seeks to retain a qualified Vendor to provide Prepared Meals & Meal Delivery Services, as specified herein, for the Cabrillo Unified School District Food Services department.

Below are the details of the expectations from the successful Proposer upon receiving the award for this RFP. Successful Proposer must understand and agree to the following levels of service if they are to enter into an agreement with Cabrillo Unified School District.

The initial term of this RFP shall be for a period of one (1) year beginning July 1, 2026, through June 30, 2027, with four (4) one-year options to renew the contract.

To respond to this RFP, interested meal vendors must present evidence of experience and ability to meet the requirements stated in this RFP. The District will measure this evidence by scoring the proposals, using a point system that will rank each proposal from highest to lowest, to determine which proposals they will consider for the award of a contract.

Scope of Work and Responsibilities

The vendor will supply meals to the District that comply with the nutrition standards established by the United States Department of Agriculture (USDA) for the School Breakfast Program and the National School Lunch Program. The vendor will prepare meals off-site in a facility that maintains the appropriate state and local health certifications, and will package and deliver these meals in accordance with the food safety guidelines of the appropriate governing health departments.

General District Responsibilities

1. The District shall approve the menus and recipes for meals and other food to be served or sold to students to ensure compliance with the rules and regulations of the state of California and the United States Department of Agriculture. The District must authorize any deviations from the approved menu cycle.
2. The District may request menu changes periodically throughout the Term of the Agreement and shall inform the vendor of any adjustments to menus and monitor implementation of adjustments.
3. The District shall be responsible for receiving medical statements regarding students' disabilities/special dietary needs and shall ensure the vendor complies with all special dietary accommodation requirements. Substitutions are made on a case-by-case basis and must be supported by a statement of the need for substitutes that includes the recommended alternate foods.

General Vendor Responsibilities

1. Vendor shall provide the services required by this RFP at all times in accordance with generally accepted standards of care and best practices in the industry.
2. Vendor shall provide an online ordering system for the District to submit orders.
3. Vendor shall deliver meals to location(s) at times specified by the District.
4. Vendor shall be responsible for the condition or care of meals until they are delivered to the school.

5. The vendor shall be responsible for providing meals and menus appropriate for the age of the students served.
6. Vendor shall provide to the District a monthly menu covering the meals to be served for the following month, no later than one (1) week prior to the end of each month.
7. When requested by the District, the Vendor shall provide the District with sack lunches for field trips. All meals for field trips must meet the appropriate meal pattern requirements.
8. Vendor shall maintain all necessary records on the nutritional components and quantities of the meals served at the District and make said records available for inspection by the District, the CDE, and the USDA, upon request.
9. The vendor is required to substitute food components of the meal pattern for students with disabilities in accordance with 7 C.F.R. §210.10(m) when the disability restricts their diet and is permitted to make substitutions for students without disabilities when they are unable to eat regular meals because of a medical or special dietary need.

Equipment

1. The Vendor shall provide equipment to hold and serve the meals.
2. The Vendor shall retain title to all vendor-owned property and equipment when placed in service. The Vendor shall provide, at no cost to the District, complete maintenance, repair, and replacement services for all vendor-owned property and equipment, if any.
3. Upon expiration or termination of the Agreement, it shall be the vendor's responsibility to remove all vendor-owned property and equipment within a timely manner and without damage to District facilities, if any.

Packaging Requirements

1. Hot meal unit—Packaging suitable for maintaining components at temperatures in accordance with state and local health standards. Container and overlay should have an airtight closure, be of non-toxic material, and be capable of withstanding temperatures of 135F.
2. Cold meal unit or unnecessary to heat—trays suitable for maintaining components at temperatures in accordance with state and local health standards. Containers and overlay should have an airtight closure, be of non-toxic material, and be capable of holding cold foods below 41 degrees Fahrenheit.
3. Sack meals must be in white or brown paper bags or in boxes with enough strength to hold meals without tearing or ripping.
4. Meals shall be delivered with the following items: condiments, napkins, single service ware, and serving utensils. Vendor shall insert non-food items that are necessary for the meal to be eaten.

Food Quality, Inspections and Labeling

Proposers shall ensure that all meat, fish, and poultry used in meals provided under this Contract originates from a regularly operated plant which is under the supervision of or recognized by the Federal Meat Inspection Division of the USDA.

Condiments and Utensils

Proposers shall furnish individual packets of appropriate condiments as dictated in the menu to all schools. All condiments must meet food specifications. Any attached deviation in content must have prior approval by the Food Services Department. Proposers shall include specifications and information for all condiments provided in the menu cycle.

The Vendor will provide the necessary utensils and napkins in sufficient quantity for the number of meals ordered.

Product Samples
During the term of this Agreement, Proposers shall grant District's requests for samples, free of charge, of any product being purchased from Proposers pursuant to this Agreement, or being proposed by Proposers for inclusion as a new item in order to allow District to assess and accept or reject such product as provided.

Menu Substitutions
Proposers shall immediately notify the designated representative from Food Services to request approval of substitutions. The District reserves the right to request menu changes periodically throughout the term of the Contract. Proposers shall demonstrate their ability to track menu substitutions by site in the event that they must make menu substitutions for sites vs. the entire menu group.

Menu Cycle
Vendor will provide a five week menu cycle for approval at least **10** operating days prior to the beginning of the period to which the menu applies. Any changes to the menu made after District approval must be approved by the District, and documented on the menu records. Meals must be planned, prepared, and served (if applicable) to meet the USDA meal pattern requirements and nutritional standards.

Once awarded the Vendor must provide information detailing all meal services to be provided, including ingredients lists for all items in the menu cycle, and complete nutritional analysis for the menu cycles demonstrating that all meals furnished meet all USDA meal requirements.

Delivery
1. Meals must be delivered in accordance with the approved menu cycle.
2. Delivery shall be made by the Vendor to each District site in accordance with the order from the District.
3. Deliveries shall be made to the District sites listed below on a daily basis, except Saturday, Sunday, and holidays, as ordered; unless specified otherwise, and at such times as will permit timely distribution based upon the District site's meal schedule.
4. The Vendor will place all deliveries in the proper area at each District site.
5. The Vendor will deliver the ordered meal in insulated containers with ice for cold foods and heated units or insulated containers without ice for hot foods.
6. Meals must be delivered in clean, sanitary transporting containers that maintain the proper temperatures of food and are food-grade containers approved by the local and/or state health departments.

7. Adequate refrigeration or heating shall be provided during delivery of all food to ensure the wholesomeness of food at delivery and storage until meal service, in accordance with state or local health codes.
8. All refrigerated food shall be delivered at an internal temperature of 40F or below. All frozen food shall be delivered at 0F or below. Frozen products should show no evidence of thawing and re-freezing, freezer burn, or any off color or odors. All hot food shall be delivered with an internal temperature of 135F or above.
9. The Vendor shall provide a delivery slip with the date, and the number of meals delivered. The driver will fill out: time leaving the facility, temperature leaving the facility, time upon arrival at school, temperature upon arrival at school, and execute with a signature. The District authorized representative or his/her designee must sign the delivery slip and verify the condition of the meals received.
10. All delivery personnel will be in uniform with company identification.
11. The District reserves the right to inspect and determine the quality of food delivered. The District may reject and not pay for any meals or components of meals that are unwholesome, judged as poor quality, damaged, incomplete either due to inadequate portion sizes or missing number of meal components, or delivered in unsanitary conditions such as incorrect temperatures.
12. The District will not pay for deliveries made later than the regularly scheduled lunch or breakfast periods as listed below, or as otherwise stated in this Agreement.
13. The District reserves the right to make additions to, or deletions from, the specified delivery locations to be served at any time during the period of the contract, and revise delivery times as required.
14. If, at any time, a delivery cannot be made, the Vendor must notify the school/site to negotiate an alternate delivery time or day. The District may refuse unscheduled deliveries at the Vendor's expense.

Delivery Locations

Site Name	Address	Enrollment	Delivery Time	Meal
Alvin S. Hatch Elementary School	490 Miramontes Ave. Half Moon Bay, CA 94019	586	7:00 am-10:00 am	Breakfast & Lunch
El Granada Elementary School	400 Santiago St. El Granada, CA 94018	333	7:00 am-10:00 am	Breakfast & Lunch
Farallone View Elementary School	1100 Le Conte Ave. Montara, CA 94037	199	7:00 am-10:00 am	Breakfast & Lunch
King's Mountain Elementary School	211 Swett Rd. Woodside, CA 94062	42	7:30 am-10:30 am	Breakfast & Lunch
Manuel Cunha Intermediate School	600 Church St. Half Moon Bay, CA 94019	485	7:00 am-10:00 am	Breakfast & Lunch

Instructions to Proposers

Rules for Submitting RFPs

General – This information to Proposers is in addition to any instructions or conditions stated elsewhere in the Contract Document.

RFPs – To receive consideration, RFPs shall be made in accordance with the following instructions:

Deadline for Receipt of RFPs – RFPs will be received prior to **1:00 p.m. PST on May 15, 2026**, after which time RFPs will be opened and checked for completeness. Envelopes containing a RFP must be sealed, prominently marked with the RFP number, RFP title, and name of Proposer, and submitted to:

Attn: Jennifer Marsh
Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay, CA 94019

RFPs/Proposals: To receive consideration, Proposals shall be made in accordance with the following terms:

THE RFP – All items on the "Fee Proposal" should be stated in figures, and signatures of all individuals must be in long hand. The completed form should be without interlineations, alterations, or erasures. **Unsigned RFPs will not be accepted.**
"FAX" RFPs – Facsimile copies of RFPs will **not be accepted for formal advertised RFPs.**

Responsibility – Proposers are solely responsible for ensuring their proposal is received by the Cabrillo Unified School District in accordance with the solicitation requirements before the date and time specified in the RFP, and at the place specified. The Cabrillo Unified School District shall not be responsible for any delays in mail or by common carriers or by transmission errors or delays or mistaken delivery.

Prices – Price must be typed as instructed on the "Fee Proposal" Excel. Prices shall be stated in units and quotations made separately on each item. Where there is a conflict between unit prices and extended prices, unit prices will govern. Where there is a conflict between words and figures, words will govern.

If during the contract period there should be a decrease in prices of the items bid, a corresponding decrease in prices on the balance of the deliveries shall be made to the District for as long as the lower prices are in effect, but at no time shall the prices charged the District exceed the prices bid. The District shall be given the benefit of any lower prices which may, for comparable quality and delivery be given by the Vendor to any other school district or any other state, county, municipal, or local governmental agency in San Mateo County for products listed herein.

Ink or Typewritten – All information, prices, notations, signatures, and corrections must be in ink or typewritten. Mistakes may be crossed out and corrections typed or printed adjacent to the mistake and initiated in ink by the person signing the quote.

Questions Regarding Product Specifications or Delivery – Contact Jennifer Marsh, Chief Business Officer, by email: MarshJ@cabrillo.k12.ca.us or by phone: 650-376-4429.

Informed Proposers – Before submitting prices, Proposers must fully inform themselves of the conditions, requirements, and specifications of the work or materials to be furnished. Failure to do so will be at Proposers' own risk, and they cannot secure relief on the plea of error.

Extension of Date Due and/or Time – The District reserves the right to extend the date due and/or time when it is in the best interest of the District.

Buy American Provision Requirement – (7 CFR, sections 210.21d and 220.16d; U.S. Department of Agriculture Policy Memorandum SP 23-2024)

Section 104(d) of the William F. Goodling Child Nutrition Reauthorization Act of 1998 Public Law 105-336 added a provision, Section 12(n), to the National School Lunch Act (NSLA) (42 United States Code Section 1760n), that requires all school food authorities the District to purchase, to the maximum extent practical, domestic commodities or products. This Buy American provision supports the mission of the school nutrition programs, which is to serve children nutritious meals and support American agriculture.

Using food products from local sources supports local farmers and provides healthy choices for children in the school meal programs while supporting the local economy. Requiring compliance with the Buy American provision also supports the District working with local, or small, minority, and women-owned businesses as required by Federal regulations (see 2 CFR 200.321). The USDA Food Services Department (CNS) also encourages purchasing food products from local and regional sources when expanding farm to school efforts. The Buy American provision applies to the District located in the forty-eight contiguous United States and is one of the procurement standards the District Program Operators must comply with when purchasing commercial food products served in the school meals programs.

Section 12(n) of the NSLA defines "domestic commodity or product" as an agricultural commodity that is produced in the U.S. and a food product that is processed in the U.S. substantially using agricultural commodities produced in the U.S. As codified in the final rule for the Buy American provision update, effective July 1, 2024, "substantially using agriculture commodities that are produced in the United States" means over 51 percent of a food product must consist of agricultural commodities that were grown domestically. Therefore, over 51 percent of the final processed product (by weight or volume) must consist of agricultural commodities that were grown domestically. Thus, for foods that are unprocessed, agricultural commodities must be domestic, and for foods that are processed, they must be processed domestically using domestic agricultural food components that are comprised of over 51 percent domestically grown items, by weight or volume as determined by the District.

For products procured by the District for use in the school nutrition programs using nonprofit food service account funds, the product's food component is considered the agricultural commodity. FNS defines food component as one of the food groups which comprises reimbursable meals. The food components are:

- Meats and meat alternates
- Grains
- Vegetables
- Fruits
- Fluid milk
- Note: See 7 CFR 210.2 contains full definitions.

Any product processed by a winning vendor must contain over 51 percent of the product's food component, by weight or volume, from U.S. origin. This definition of domestic product serves both the needs of schools and American agriculture. Products from Guam, American Samoa, Virgin Islands, Puerto Rico, and the Northern Mariana Islands are considered domestic products under this provision as these products are from the territories of the U.S.

For all procurement transactions for food when funds are used from the nonprofit food service account, whether directly by an the District or on its behalf, procurement transactions must comply with the Buy American provision. Implementation of the Buy American provision should be done by: including Buy American in documented procurement procedures, state agency prototypes documents, and all procurement solicitations and contracts; including domestic requirements in bid specifications; contract monitoring; and verifying cost and availability of domestic and nondomestic foods using data in the USDA Agricultural Marketing Service's (AMS) weekly market report (https://www.ams.usda.gov/market-news).

The USDA codified in regulations the two limited exceptions when non-domestic foods may be purchased by the District. USDA also added to the first exception the option to use the 48 CFR 25.104 Nonavailable articles list, as a list of excepted items.

The final rule codifies the two limited exceptions as follows:

- The product is listed on the Federal Acquisitions Regulations Nonavailable articles list and/or is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
- Competitive bids reveal the costs of a domestic product are significantly higher than the non-domestic product.

The District complies with the California Food and Agriculture Code (FAC) 58596.3, requirement that schools that receive $1 million or more annually in federal school nutrition program reimbursement to solicit bids for the purchase of an agricultural food product to include in their solicitation for bids and contracts that only the purchase of agricultural food products grown, packed, or processed domestically is authorized, unless any of the following applies:

- The bid or price of the nondomestic agricultural food product is more than 25 percent lower than the bid or price of the domestic agricultural food product.
- The quality of the domestic agricultural food product is inferior to the quality of the agricultural food product grown, packed, or produced nondomestically.
- The agricultural food product is not produced or manufactured domestically in sufficient and reasonably available quantities of a satisfactory quality to meet the needs of the Local Agency.

The USDA established in regulations a new threshold for school food authorities that use exceptions. The limit on the percentage of total commercial food costs from non- domestic foods will be phased in over seven school years.

- Beginning in School Year (SY) 2025–26, the non-domestic food purchases cap will be 10 percent.

- Beginning in SY 2028–29, the non-domestic food purchases cap will be 8 percent.
- Beginning in SY 2031–32, the non-domestic food purchases cap will be 5 percent.

Exceptions to the Buy American provision are very limited; however, an alternative or exception may be approved upon request. **To be considered for an alternative or exception, the request must be submitted in writing to a designated official, a minimum of 30 days in advance of delivery**. The request must include the:

(1) Alternative substitute(s) that are domestic and meet the required specifications:

(a) Price of the domestic food alternative substitute(s); and

(b) Availability of the domestic alternative substitute(s) in relation to the quantity ordered.

(2) Reason for exception: limited/lack of availability or price (include price):

(a) Price of the domestic food product; and

(b) Price of the non-domestic product that meets the required specification of the domestic product.

SFAs may document exceptions by maintaining records of communications between them and their food supplier; this may include emails, documentation of telephone communications, etc. The documentation must be maintained for review by the State agency during procurement reviews of local agency procurement practices.

One resource SFAs and State agencies may use in order to document exceptions is the market news reports available from AMS. AMS provides free, unbiased price and sales information on farm commodities at: https://www.ams.usda.gov/market-news. Using this website, SFAs and State agencies can find third-party verification of cost and availability of domestic and nondomestic foods. Further, SFAs may use the information to communicate alternatives with food suppliers and document purchase decisions.

Regulations require the District to maintain documentation to demonstrate the use of exceptions. Items found on the Federal Acquisitions Regulations (FAR) 25.104 Nonavailable articles list (https://www.acquisition.gov/far/25.104), are exempt from the documentation requirement, but these items must be counted toward the cap on non-domestic purchases when that goes into effect.

The USDA developed an optional Buy American Standard Tracking Form Template that the District can use to track both the exceptions and costs related to non-domestic product purchases. When the District Program Operators purchases a product found on the FAR 25.104 Nonavailable articles list (https://www.acquisition.gov/far/25.104), this must be included on the tracker for the purpose of accurately tracking total non-domestic costs. The CDE encourages the use of the Buy American Tracking Form Template to document the use of exceptions to purchase non-domestic foods under the Buy American provision. The Buy American Standard Tracking Form is available in the CNIPS, Download Forms, Form ID PRU 10.

Documentation must be on file for at least the current year plus three years and must be made available during an on-site administrative review and an off-site procurement review.

California Agriculture Products Purchasing Requirements – Per California Food and Agriculture Code (FAC), Section 58595(c), our District must purchase Agricultural Food Products Grown in California before foods grown outside the state when both of the following are met:

- The bid or price of the California-grown agricultural food product does not exceed the lowest bid or price for a domestic agricultural food product produced outside the state.
- The quality of the California-grown agricultural food product is comparable to that domestic agricultural food product produced outside the state.

California Farm Animal Confinement (Prop 12) – Effective September 1, 2022, the California Department of Food and Agriculture (CDFA), Animal Health and Food Safety Services, adopted Title 3, California Code of Regulations (3 CCR), sections 1320-1326, which are related to Proposition 12 (2018), the Farm Animal Confinement Initiative. Proposition 12 amended the Health and Safety Code to require that veal calves, breeding pigs, and egg laying hens be housed in confinement systems that comply with specific minimum standards for freedom of movement, cage-free designation, and minimum floor space. All procurement transactions (excluding USDA foods) for food purchases must be compliant with Proposition 12. Proposers will be asked to provide verification of compliance.

Clean Air and Water Acts – Proposers shall comply with all mandatory standards and policies relating to energy efficiency contained in the state conservation plan issued in compliance with the Energy Policy and Conservation Act. , including:

- Section 306 of Clean Air Act (42 U.S.C. 1847(h)):
- Section 508 of the Clean Water Act (33 U.S.C. 1368); Executive Order 1173

Solicitation Protest Procedures – Any bid protest by any Bidder regarding any other bid must be submitted in writing to the District, before 3:00 p.m. of the **THIRD (3rd)** business day following bid opening.

- Only a Bidder who has actually submitted a bid, and who could be awarded the Contract if the bid protest is upheld, is eligible to submit a bid protest. Subcontractors are not eligible to submit bid protests. A Bidder may not rely on the bid protest submitted by another Bidder.
- A bid protest must contain a complete statement of any and all bases for the protest and all supporting documentation. Materials submitted after the bid protest deadline will not be considered.
- The protest must refer to the specific portions of all documents that form the basis for the protest.
- The protest must include the name, address, and telephone number of the person representing the protesting party.
- The party filing the protest must concurrently transmit a copy of the protest and any attached documentation to all other parties with a direct financial interest that may be adversely affected by the outcome of the protest. Such parties shall include all other bidders or proposers who appear to have a reasonable prospect of receiving an award depending upon the outcome of the protest.
- The procedure and time limits set forth in this paragraph are mandatory and are each bidder's sole and exclusive remedy in the event of bid protest. Failure to comply with these procedures shall constitute a waiver of any right to further pursue the bid protest, including filing a Government Code Claim or legal proceedings.

Terms and Conditions

ADDENDUM – Any and all changes to this contract must be made in writing and agreed to by the Cabrillo Unified School District. Performance by the Vendor will be considered agreement with the terms of this contract.

AGREEMENT –Submission of a signed quote will be interpreted to mean Proposer hereby agrees to all the terms and conditions set forth in all the pages of this RFP. Proposer's signed quote and District's written acceptance or purchase order shall constitute a contract.

ASSIGNMENT OF RIGHTS OR OBLIGATIONS – Successful Proposer may not assign, transfer, or sell any rights or obligations resulting from this RFP without first obtaining the specific written consent of the Cabrillo Unified School District.

ATTORNEY FEES – In the event a suit or action is instituted in connection with any controversy arising out of this contract, the prevailing party shall be entitled to receive, in addition to its costs, such sum as the court may adjudge reasonable as to attorney's fees and costs.

AUDIT – Vendor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Vendor transacted under the contract. Vendor shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter. Vendor shall permit the District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the contract. Audit(s) may be performed at any time, provided that the District shall give reasonable prior notice to Vendor and shall conduct audit(s) during Vendor's normal business hours, unless Vendor otherwise consents.

AWARD – The District reserves the right to reject any and all proposals without explanation or recourse and to negotiate with the companies submitting a proposal. The District further reserves the right to contract the work with whomever and in whatever manner the District decides, to abandon the work entirely, and to waive any informality or non-substantive irregularity as the interest of the District may require. A proposal submitted in response to this RFP will be administered in the following manner:

1. After the opening of proposals, an RFP review committee representing the District will score the proposals based on the evaluation criteria.
2. The committee may investigate the qualifications of any vendor under consideration, require confirmation of information furnished by a vendor, and require additional information and/or evidence of qualifications to perform the services described in the RFP. The committee shall have the right to inspect the distribution facility or facilities and equipment to be utilized by the interviewed vendor.

3. The Committee will make a recommendation to the District's Board of Trustees. The District as a whole will be the sole judge of merit and not necessarily accept the lowest price offered. The District will issue an Intent to Award Letter to the successful Bidder. The award will be formally made in a timely manner.

EVALUATION CRITERIA – Following receipt of Proposals, Proposers shall be ranked based on the following criteria:

Evaluation Criteria	Description and Points Awarded	Points Based On	Maximum Points
Price	**100% of Max Points:** Lowest-priced bid. **80% of Max Points:** Second lowest-priced bid. **60% of Max Points:** Third lowest-priced bid.	-Per meal cost of service and delivery	30
Delivery Specifications	**100% of Max Points:** Ability to consistently provide meals to the District's in any circumstance, adequate delivery vehicle resources to ensure delivery, positive references of timely & accurate delivery **50% of Max Points:** Ability to consistently provide meals to the District's in any circumstance, limited delivery vehicle resources to ensure delivery, positive references of timely & accurate delivery **0 Points:** Unable to demonstrate that meals can provided consistently and/or negative references	-Responses to Vendor Questionnaire questions in section: ***Delivery Specifications*** -References	15
Safety Records & Controls: Medical & Special Dietary Needs	**100% of Max Points:** Bidder is able to accommodate special dietary needs, including but not limited to Gluten Free; Dairy-Free; No Eggs, adequate protocols to manage allergens, adequate sample menus **0 Points of Max Points:** Bidder is unable to accommodate special dietary needs.	-Responses to Vendor Questionnaire questions in section: ***Safety Records & Controls: Medical & Special Dietary Needs***	15
Service Reliability and Past Performance	**100% of Max Points:** Proven ability to provide excellent service as demonstrated by references & vendor questionnaire that show: -Years of experience -Experience with similar services and volume -Number of school districts served **0 Points:** References and/or Vendor Questionnaire demonstrate poor performance or inability to meet criteria described above.	-Responses to Vendor Questionnaire questions in section: ***Service Reliability and Past Performance*** -References	10
Scratch Cooking	**100% of Max Points:** Vendor demonstrates ability to provide a menu item that is prepared from scratch using minimally processed ingredients once per menu cycle developed in partnership with the District (every two weeks). **50% of Max Points:** Vendor demonstrates ability to provide a menu	-Responses to Vendor Questionnaire questions in section: ***Scratch Cooking***	15

	item that is prepared from scratch using minimally processed ingredients in every other menu cycle developed in partnership with the District (once a month). **0 Points:** Unable to cook from scratch at all.		
Food Tasting Scorecard	Total points based on the combined points score for the rubric criteria, based on ability to provide a product sample that is tested by the District to determine the following quality factors: appearance, aroma, texture, color, and flavor.	-Food Tasting Scorecard	15
		Total Points	**100**

FOOD TASTING SCORECARD & SAMPLE REQUIREMENT - Following receipt of Proposals, Proposers shall be ranked based on the following criteria:

- Samples shall be furnished to the District free of cost
- Proposers shall provide the sample meals exactly as each would be provided to the District under the Agreement, and exactly as if the meals were going to a school site
- Samples should include heating instructions
- Samples do not need to include milk, fruit or vegetables
- Proposers are requested to provide five (5) samples each
    - Cold Breakfast
    - Hot Breakfast
    - Cold Lunch
    - Hot Lunch
- Samples will be delivered on May 18, 2026 between 9:00 am - 11:00 am to Stephanie Modena at: Cabrillo Unified School District

  498 Kelly Avenue

  Half Moon Bay, California 94019

Points of Item to Overall Score	Item Being Scored	Evaluation Criteria
5	Flavor	Product will be evaluated for flavor that will be appealing to students
5	Appearance & Aroma	Product will be evaluated for product appearance & aroma smell that will be appealing to students

5	Texture	Product will be evaluated on texture which is soft, chewy, easy to consume, and palatable that will be appealing to students
25 Points	**Total**	

CANCELLATION OF CONTRACT – The Cabrillo Unified School District may cancel this contract without cause at any time by giving thirty (30) days' written notice to the supplier/Vendor. The Cabrillo Unified School District may cancel this contract with cause at any time by giving ten (10) days' written notice to the supplier/Vendor. Cancellation for cause shall be at the discretion of the Cabrillo Unified School District and shall be, but is not limited to, failure to supply the materials, equipment, or service specified within the time allowed or within the terms, conditions, or provisions of this contract. The successful Proposer may not cancel this contract without prior written consent of the District.

CANCELLATION OF SOLICITATION – The Cabrillo Unified School District may cancel this solicitation at any time.

CERTIFICATIONS, PERMITS, AND LICENSES – Vendor represents and warrants to District that Vendor and Vendor's Parties have in effect and shall maintain in full force throughout the term of the contract all licenses, credentials, permits and any other legal qualifications required by law to perform the contract and to fully and faithfully satisfy all of the terms set forth in this contract.

CLARIFICATION, CORRECTIONS OR CHANGES TO SPECIFICATIONS – All clarifications, corrections, or changes to the solicitation documents will be made by Addendum ***only***. Proposers shall not rely upon interpretations, corrections, or changes made in any other manner, whether by telephone, in person, or in email. Interpretations, corrections, and changes shall not be binding unless made by the Addendum. All Addenda issued shall become part of the Agreement documents. Addenda will be sent to all known solicitation holders by email or U.S. mail.

It is the Proposer's sole responsibility to ascertain that it has received all Addenda issued for this solicitation. All Addenda must be acknowledged and returned on or before the Submittal Deadline, unless otherwise directed by an Addendum.

CONFIDENTIALITY – The Vendor and all Vendor's parties shall maintain the confidentiality of all information received in the course of performing the contract. This requirement to maintain confidentiality shall extend beyond the termination of this contract.

COMPLIANCE WITH FAIR EMPLOYMENT PRACTICE ACT – Vendor agrees in accordance with Section 1735 and 1777.6 of California Labor Code, and the California Fair Employment Practice Act (Sections 1410-1433) that in the hiring of common or skilled labor for the performance of any work under this contract, or any subcontract hereunder, no Contractor, material supplier or Vendor shall, by reason of race, color, national origin or

ancestry, religion, sex, or sexual orientation discriminate against any person who is qualified and available to perform the work to which such employment relates.

COMPLIANCE WITH LAWS – Proposer shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Proposer shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Work as indicated or specified. If Vendor observes that any of the Work required by this Contract is at variance with any such laws, ordinance, rules or regulations, Proposer shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Work shall be made and this Contract shall be appropriately amended in writing, or this Contract shall be terminated effective upon Vendor's receipt of a written termination notice from the District. If Proposer performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Proposer shall bear all costs arising therefrom.

COMPLIANCE WITH OSHA – Proposer agrees that all item(s) offered comply with all applicable Federal and the State Occupational Safety and Health Act, laws, standards and regulations, and that it will indemnify and hold the Cabrillo Unified School District harmless for any failure to so conform.

CONTRACT INCORPORATION – This contract embodies the entire contract between the District and the Vendor. The parties shall not be bound by or be liable for any statement, representation, promise, inducement or understanding of any kind or nature not set forth herein. No changes, amendments, or modifications of any of the terms or conditions of the contract shall be valid unless reduced to writing and signed by both parties. The complete contract shall include the entire contents of the RFP solicitation, all addenda, all of Proposer's successful submittal, supplemental agreements, and any and all written agreements which alter, amend or extend the contract.

CONTRACT PRICING – Bidder will provide best pricing for each type of meal. Prices provided will be fixed, by Meal Type, and guaranteed for the 12-month contract. All fixed pricing must include any applicable taxes and/or delivery fees. The Proposers must return all rebates, discounts, and credits to the District.

CONTRACT TERM - The initial awarded contract period shall be July 1, 2026 to June 30, 2027. The prices submitted shall remain firm and continue in force during the entire contract period.

This contract may be extended by mutual consent expressed in writing for up to two (4) additional one (1) year increments for a total term not to exceed five (5) years.

The extension may be granted on a year-by-year basis provided that the District has deemed the products and services of the Proposers satisfactory.

The Vendor shall submit a list of the price increases for the next fiscal year (July 1 to June 30) by the last business day in April. Price increase must not exceed the San Francisco Area Consumer Price Index (CPI) for all Food Away from Home for the current year with a maximum of 5% per contract term.

Initial Year: July 1, 2026 to June 30, 2027
Option Year 1: July 1, 2027 to June 30, 2028
Option Year 2: July 1, 2028 to June 30, 2029

Option Year 3: July 1, 2029 to June 30, 2030
Option Year 4: July 1, 2030 to June 30, 2031

DAMAGE – The Vendor shall be held responsible for any breakage, loss of the Cabrillo Unified School District's equipment or supplies through negligence of the Vendor or Vendor's employee while working on the Cabrillo Unified School District's premises. The Vendor shall be responsible for restoring/replacing any equipment, facilities, etc., so damaged. The Vendor shall immediately report to the Cabrillo Unified School District any damages to the premises resulting from services performed under this contract.

DEFAULT – In case of default by Vendor of any of the conditions of this RFP or contract resulting from this RFP, the Vendor agrees that the Cabrillo Unified School District may procure articles or services from other sources and may deduct from the unpaid balance due the Vendor, or collect against the bond or surety, or may invoice the Vendor for excess costs so paid, and prices paid by Cabrillo Unified School District shall be considered the prevailing market price at the time such purchase is made.

DELIVERY COMPLETION – All items must be shipped exactly as ordered. The Vendor must apply continual diligence, monitoring, and resources to ensure items on orders are delivered on the required delivery date and in compliance with contract terms, conditions, instructions, pricing, and specifications.

DISPUTES – In the event of a dispute between the District and the Vendor as to the performance or interpretation of the contract, the District and the Vendor shall attempt to resolve the dispute in good faith. Pending resolution of the dispute, Vendor agrees it will neither rescind, nor stop the performance of, the contract. Disputes may be determined by mediation if mutually agreeable, otherwise by litigation. Notice of the demand for mediation of a dispute shall be filed in writing with the other party to the contract. The demand for mediation shall be made within a reasonable time after written notice of the dispute has been provided to the other party, but in no case longer than ninety (90) days after initial written notice. If a claim, or any portion thereof, remains in dispute upon satisfaction of all applicable dispute resolution requirements, the Vendor shall comply with all claims presentation requirements as provided in Chapter 1 (commencing with section 900) and Chapter 2 (commencing with section 910) of Part 3 of Division 3.6 of Title 1 of Government Code as a condition precedent to the Vendor's right to bring a civil action against the District. For purposes of those provisions, the running of the time within which a claim must be presented to the District shall be tolled from the time the Vendor submits its written claim until the time the claim is denied, including any time utilized by any applicable meet and confer process.

EXAMINATION OF LOCATIONS – It shall be the responsibility of the Vendor to establish knowledge of the Cabrillo Unified School District and the specific delivery locations to familiarize him/herself with the access and egress, construction or building difficulties and method of delivery, all of which could affect his/her ability to service the District. It shall be the responsibility of the Vendor to cope with all these eventualities.

FINGERPRINTING OF EMPLOYEES – Successful Vendor agrees to comply with all provisions of Education Code section 45125.1 regarding the submission of employee fingerprints to the California Department of Justice and the completion of criminal background investigations of its employees. The Vendor shall not permit any employee to have any contact with District pupils until such time as the Vendor has verified in writing to the governing board of the District that the employee has not been convicted of a felony, as defined in Education Code section 45122.1. The Vendor's responsibility shall extend to all employees, subcontractors, agents, and

employees or agents of subcontractors regardless of whether those individuals are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the Vendor. Verification of compliance with this section and the Criminal Background Investigation Certification that may be required with this Agreement, shall be provided in writing to the District prior to each individual's commencement of employment or performing any portion of the Services and prior to permitting contact with any student.

FOB POINT – All shipments shall be made FOB destination, Half Moon Bay, Calif. FOB destination indicates that the *seller* is responsible for shipment until it is tendered to the Cabrillo Unified School District. The District will not pay for shipping and handling, nor shall the District pay for any fuel surcharges that are not indicated herein.

FOOD RECALL - Food/beverage suppliers shall be expected to comply with all federal, state, and local mandates regarding the identification and recall of foods from the commercial and consumer marketplace. If a product recall is instituted on an item that has been furnished and delivered to Districts, Vendor must immediately notify the Food Services Department within one (1) business day with all pertinent information regarding the recall.

FORCE MAJEURE – If execution of this contract shall be delayed or suspended and if such failure arises out of causes beyond the control of and without fault or negligence of the Vendor, the Vendor shall notify the Cabrillo Unified School District, in writing, within twenty-four (24) hours, after the delay. Such causes may include but are not limited to acts of God, war, acts of a public enemy, acts of any governmental entity in its sovereign or contractual capacity, fires, floods, epidemics, strikes, and unusually severe weather.

FORMATION OF CONTRACT – Proposer's signed Proposal and District's written acceptance shall constitute a binding contract.

HOLD HARMLESS – Successful Proposer agrees to indemnify, defend, and hold harmless the name of Cabrillo Unified School District, its governing body, officers, employees, and insurance carriers, individually and collectively, from all losses, claims, suits, demands, expenses, subrogation, attorneys' fees, or actions of any kind in nature resulting from personal injury to any person (including bodily injury and death), or damage to any property, arising or alleged to have arisen out of Successful Proposer's negligent acts, errors, omissions, or performance of the work to be performed under the terms of the contract if awarded. The amount and type of insurance coverage requirements set forth herein will in no way be construed as limiting the scope of indemnity in this paragraph.

INDEMNIFICATION – (a) Vendor agrees to accept all responsibility for loss or damage to any person or entity, and to defend, indemnify, hold harmless and release District, its officers, agents and employees, from and against any and all actions, claims, damages, disabilities or expenses including attorney's fees and witness costs that may be asserted by any person or entity, arising out of or in connection with the tortuous acts or errors or omissions of Vendor hereunder, whether or not there is concurrent passive or active negligence on the part of District, but excluding liability due to the sole negligence or willful misconduct of District. This indemnification obligation is not limited in any way by any limitation on the amount or type of damages or compensation payable to or for Vendor or its agents under workers' compensation acts, disability benefit acts, or other employee benefit acts.

(b) Vendor shall be liable to District for any loss or damage to District property arising from or in connection with Vendor's performance hereunder.

INDEPENDENT CONTRACTOR- In accepting this contract, Successful Proposer (hereinafter Vendor) covenants that it presently has no interest, and shall not acquire any interest, direct or indirect, financial or otherwise, which would conflict in any manner or degree with the performance of the services hereunder. Vendor further covenants that, in the performance of this contract, no subcontractor or person having such an interest shall be employed. Vendor certifies that to the best of his or her knowledge, no one who has or will have any financial interest under this contract is an officer or employee of the Cabrillo Unified School District. It is expressly agreed by Vendor that in the performance of the services required under this contract, Vendor, and any of its subcontractors or employees, shall at times be considered independent contractors and not agents of the Cabrillo Unified School District. Vendor represents and warrants that Vendor is an independent contractor or business entity that is: (i) free from the control and direction of the District in connection with the performance of the Services, (ii) performing Services that are outside the usual course of the District's business, and (iii) customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the Services performed, District being interested only in the results obtained.

INSURANCE REQUIREMENTS – The successful Proposer must furnish the Cabrillo Unified School District with the Certificates of Insurance proving coverage as specified in below and naming the Cabrillo Unified School District Additional Insured by endorsement within ten (10) calendar days. Failure to furnish the required certificates within the time allowed may result in withdrawal of award.

Provider shall procure and maintain for the duration of the contract insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder by the provider, its agents, representatives, or employees.

Coverage Required	Limits Per Occurrence	Scope As Broad
General Liability	$1,000,000	As CG001
Sexual Abuse/Molestation	$1,000,000	May be included under General Liability
Automobile Liability	$1,000,000	As ISO-CA001
Workers' Comp/Employer's Liability	$1,000,000	As req. by CA

The general liability and auto liability policies are to contain or be endorsed to name CUSD, its officers, officials, employees, and volunteers as additional insureds for liability arising out of the activities performed in connection with this contract. The Contractor's coverage shall be primary and shall apply separately to each insured against who claim is made or suit is brought, except with respect to the limits of the insurer's liability. Contractor shall furnish CUSD original certificates of insurance and endorsements (affecting coverage required by this clause) signed by a person authorized to bind coverage on its behalf. Insurance is to be placed with

insurers with a current AM Best rating of not less than A: VII. The endorsements are to be received and approved by CUSD before work commences.

LAWS GOVERNING THE CONTRACT – This contract shall be in accordance with the laws of the State of California. Parties further stipulate that this contract was entered into in the county of San Mateo and the state of California is the only appropriate forum for any litigation resulting from breach hereof or any questions arising here from.

LIMITATIONS – The award of a contract, if at all, is at the sole discretion of the District. The District shall in no event be responsible for the cost of preparing a response to this RFP. The Proposals, and any other supporting materials submitted to the District in response to this RFP, will not be returned and will become the property of the District unless portions of the material are designated as proprietary at the time of submittal and are specifically requested to be returned. Vague designations and/or blanket statements regarding entire pages or documents are insufficient and will not bind the District to protect the designated matter from disclosure. Pursuant to *Michaelis, Montanari, & Johnson v. Superior Court* (2006) 38 Cal.4th 1065, Proposals shall be held confidential by the District and shall not be subject to disclosure in accordance with the parameters of the California Public Records Act until after either: (1) the District and the successful Proposer have completed negotiations and entered into an agreement, or (2) the District has rejected all Proposals. Furthermore, the District will have no liability to the Proposer or any other party as a result of any public disclosure of any Proposal.

LOBBYING – From the period beginning on the date of the issuance of this RFP and ending on the date of the award of the contract, no person, or entity responding to this RFP, nor any officer, employee, representative, agent, or consultant representing such a person or entity shall contact through any means or engage in any discussion regarding this RFP, the evaluation or selection process or the award of the contract(s) with any member of the District's Board of Education, or with any employee of the District except for clarifications and questions as described herein. Any such contact shall be grounds for the disqualification of the entity submitting a proposal.

MATERIAL PRICED INCORRECTLY – As a condition of any award resulting from this Request for Price, Vendor shall discount all transactions as agreed. In the event the District discovers through its contract monitoring process or formal auditing process, that material was priced incorrectly, Vendor agrees to promptly refund all overpayments and to pay all reasonable audit expenses incurred as a result of the noncompliance.

NOMENCLATURES – The terms Successful Proposer, supplier, Vendor, and contractor may be used interchangeably in this solicitation and shall refer exclusively to the person, company, or corporation with whom the Cabrillo Unified School District enters into a contract as a result of this solicitation.

OFF CONTRACT PURCHASE – The District reserves the right to purchase product covered by this Agreement from alternate sources, should during the term of this Contract/Agreement the District obtains more favorable pricing from those alternate sources.

ORDER DISCREPANCIES – Upon notification by the District, the Vendor shall correct/resolve any shipping discrepancy no later than forty-eight (48) hours from the time of delivery to the ordering location, at no additional cost to the District.

PACKING, CRATING, CARTAGE – The cost of all special packing, boxing, crating, or cartage shall be included in the pricing specified on the response unless otherwise specifically stated in the District's request. All packing, crating, or other debris resulting from delivery or setup of commodity purchased shall be removed and properly disposed of by the successful Proposer.

PERFORMANCE NOTIFICATION – In the event Vendor is unable to perform any or its entire obligation under this contract or Vendor is able to foresee a potential issue (i.e., system failure) that will impact the quality or quantity of the scope of work, services or level of performance under the contract, the Vendor shall notify the District within one (1) working day in writing or by telephone of such event.

POSTAWARD MEETING – Prior to performing any work or providing any services specified on this Contract, the Vendor may be required to meet with the Food Services Coordinator for the purpose of reviewing the products and services offered herein, determining milestones regarding the District's expectations, and to discuss any issues related to the execution of this RFP.

The Vendor shall perform all work in accordance with such schedule pursuant to the Terms & Conditions of this Contract. The District will approve all materials associated with this RFP.

QUANTITIES – The quantities shown are approximate. The District reserves the right to increase or decrease quantities as required. The District does not guarantee orders in these quantities nor shall the District be required to limit its orders to these quantities. This is an indefinite quantity bid for which there shall be no limit to the number of orders placed, in any quantity, by the District or any participating public agency for the term of the contract, at the prices resulting from award of a contract.

QUESTIONS, INTERPRETATION, OR CORRECTION OF RFP DOCUMENTS – Proposers shall notify Jennifer Marsh, Chief Business Officer, by email: MarshJ@cabrillo.k12.ca.us or by phone: 650-376-4429, promptly of any error, omission, inconsistency or for interpretation, correction, or clarification that may be discovered during examination of the solicitation.

RETURN OF ITEMS – Items ordered by the District, which are subsequently determined by District customer not to be acceptable or wanted, shall be picked up by the Vendor and full credit shall be issued to the ordering location. After proper notification to the Vendor, by the District ordering location/customer, Vendor shall pick up and fully credit said return items in a timely manner.

The District reserves the right to refuse all items in excess of the quantities ordered unopened at the time of delivery. Excess quantities delivered to the ordering location shall be picked up by the Vendor within ten (10) business days after notification by the District ordering location.

RIGHTS RESERVED –

A. **Rejection.** The Cabrillo Unified School District reserves the right to reject any or all Bids or any part thereof, or to accept any bid or any part thereof, or to waive any informalities in any bid, whenever it is deemed

to be in the best interest of the Cabrillo Unified School District. The Cabrillo Unified School District also reserves the right to reject the bid of any Proposer who has previously failed to perform adequately for the Cabrillo Unified School District or any other governmental agency.

B. **Cover.** Should the successful Proposer fail to comply with the conditions of this RFP or fail to complete the required work or furnish the required materials within the time stipulated, the Cabrillo Unified School District reserves the right to purchase the materials in open market, or to complete the required work, at the expense of the successful Proposer.

C. **Severability.** If any provision, or any portion of any provision, of any contract resulting from this RFP shall be held invalid, illegal, or unenforceable, the remaining provisions or portions of any provisions shall be valid and enforceable to the extent possible.

SAFETY – All articles delivered under this contract must conform to the Safety Orders of the State of California, Division of Industrial Safety. The Vendor shall provide Material Safety Data Sheets (MSDS) upon request by the District.

SEVERABILITY – If any provisions, or portions of any provisions, of this contract are held invalid, illegal, or unenforceable, they shall be severed from the contract and the remaining provisions shall be valid and enforceable.

SPECIFICATIONS, CHANGES TO – The parties shall not be bound by or be liable for any statement, representation, promise, inducement or understanding of any kind or nature not set forth herein or by written amendment. No changes, amendments, or modifications of any of the terms or conditions of the specification shall be valid unless reduced in writing and signed by both parties.

STANDARD OF CARE – Vendor represents that Vendor has the qualifications and ability to perform the contract in a professional manner, without the advice, control or supervision of the District. If any portion of the contract is performed by any of the Vendor's parties, such work shall only be performed by competent personnel under the supervision of and in the employment of Vendor.

TAXES – The Vendor shall pay all taxes, levies, duties and assessments of every nature due in connection with any work under the contract, shall make any and all payroll deductions required by law, and shall indemnify and hold harmless the Cabrillo Unified School District from any liability on account of any and all such taxes, levies, duties, assessments and deductions. The Cabrillo Unified School District is exempt from Federal Excise Tax.

TERMS OF THE OFFER – Cabrillo Unified School District's acceptance of Proposer's offer shall be limited to the terms herein unless expressly agreed in writing by the Cabrillo Unified School District. Quotes offering terms other than those shown herein will be declared nonresponsive and will not be considered.

Vendor Questionnaire

To Be Submitted with Proposal

Please complete this qualifying criteria questionnaire, use a separate sheet if necessary, and submit with your proposal.

Delivery Specifications

1. Describe your contingency plan in the event you are unable to deliver the daily meals required.
2. What is the current makeup of your delivery vehicle fleet? Please include the year, make, and model of each delivery vehicle as well as the refrigeration units on these delivery vehicles.
3. Describe your company's capacity to meet the anticipated demand for this proposal. How would you ensure consistent service delivery and quality control if the order volume increases?

Safety Records & Controls: Medical & Special Dietary Needs

4. Can Medical & Special Dietary needs be met per National School Lunch Program and the School Breakfast Program, in accordance with USDA and CDE guidelines?
5. Describe your protocols for managing major allergens.
6. Are you able to provide allergen-free meals?
    a. If yes, provide sample menus for at least 3 different special diets.

Service Reliability and Past Performance

7. Describe your company's experience providing Vended Meals to educational institutions or similar settings. Please provide specific examples of projects and their scope.
8. Can you meet all aspects of the Service Level Agreement as described in this RFP?
9. During the prior school year how many K-12 school districts did you service?

Scratch Cooking

10. Is your facility staffed and capable of producing different/diverse scratch cooked menu items for each menu cycle?
11. Please list two scratch cooked recipes that are prepared from using minimally processed ingredients to be prepared once per 2-week menu cycle.

Fee Proposal

To Be Submitted with Proposal

Cost Per Meal Table Basic Instructions:

- Column 1 specifies the Meal Type that the District is seeking.
- Column 2 specifies the estimated number of meals that the District will purchase of each Meal Type.
- Column 3 proposers must provide the Fixed Price Per Meal, including any applicable taxes and delivery costs
- Column 4 proposers should extend Cost, by multiplying Column 2, Estimated Number of Meals, by Column 3, Fixed Price Per Meal.
- Proposers should then add up Column 4 to fill out the bottom right cell of the table, Total Estimated Contract Value.

1 - Meal Type	2 - Estimated Number of Meals	3 - Fixed Price per Meal	4 - Total
Breakfast	49,500	$ 2.20	$ 108,900
Lunch	117,900	$ 4.20	$ 495,180
Total Estimated Contract Value			**$** 604,080

05/13/26	Ordo Inc.
Date	**Name of Proposer (Person, Firm, or Corporation)**

Signature of Proposer's Authorized Representative	Name & Title of Authorized Representative

To Be Submitted with Proposal

NONCOLLUSION DECLARATION

PUBLIC CONTRACT CODE SECTION 7106

To Be Submitted with Proposal

The undersigned declares:

I am the CEO of Ordo
(Title) (Bidder Name)
the party making the foregoing bid.

The bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation. The bid is genuine and not collusive or sham. The bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid. The bidder has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or to refrain from bidding. The bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder. All statements contained in the bid are true. The bidder has not, directly or indirectly, submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof, to effectuate a collusive or sham bid, and has not paid, and will not pay, any person or entity for such purpose.

Any person executing this declaration on behalf of a bidder that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the bidder.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on this

Date	Name of Proposer (Person, Firm, or Corporation)
Signature of Proposer's Authorized Representative	Name & Title of Authorized Representative

To Be Submitted with Proposal

Date	Name of Proposer (Person, Firm, or Corporation)
Signature of Proposer's Authorized Representative	Name & Title of Authorized Representative

To Be Submitted with Proposal

Date	Name of Proposer (Person, Firm, or Corporation)
Signature of Proposer's Authorized Representative	Name & Title of Authorized Representative

To Be Submitted with Proposal

e to Grants, Subgrants, Cooperative Agreements, and Contracts Exceeding $100,000 in Federal Funds

Food Authority Receiving Child Nutrition Reimbursement in Excess of $100,000:	Agreeme:: Nu...

ss of School Food Authority:

ed Name and Title of Submitting Official:	Signature:

OR

Name of Vendor:
Ordo

Printed Name and Title: Hunter Rosenblume, CEO | Signature: [redacted]

To Be Submitted with Proposal

c. cooperative agreement d. loan e. loan guarantee f. loan insurance	**Status of Federal Action:** a. bid/offer/application ____ b. initial award c. post-award	**Report Type:** a. initial filing ____ b. material change **For material change only:** Year _____ quarter _____ Date of last report_____
Name and Address of Reporting Entity: __ Prime ____ Subawardee Tier_____, if Known: **Congressional District**, *if known*:	**If Reporting Entity in No. 4 is** Enter Name and Address of Prime: **Congressional District**, *if known*:	
Federal Department/Agency:	**Federal Program Name/Descripti** CFDA Number, *if applicable*: __	
Federal Action Number, *if known:*	**Award Amount**, *if known:* $	
10. a. Name and Address of Lobbying Registrant *(if individual, last name, first name, MI):*	**b. Individuals Performing Se** *address if different from No. 10a)* *(last name, first name, MI):*	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	**Signature:** [redacted] **Print Name:** Hunter Rosenblume **Title:** CEO **Telephone No.:** 770-629-528_ **Date**	

Authorized for Local Repro[illegible]ction
Standard Form - LLL (Rev. 7-[illegible])

To Be Submitted with Proposal



To Be Submitted with Proposal

Date	Signature of Proposer's Authorized Representative	Name & Title of Authorized Representative

To Be Submitted with Proposal

Date	Name of Proposer (Person, Firm, or Corporation)
Signature of Proposer's Authorized Representative	Name & Title of Authorized Representative

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To Be Submitted with Proposal

Date	Name of Proposer (Person, Firm, or Corporation)
Signature of Proposer's Authorized Representative	Name & Title of Authorized Representative

EXHIBIT C

Workers' Compensation Certification

Labor Code § 3700 in relevant part provides:

> Every employer except the State shall secure the payment of compensation in one or more of the following ways:
>
> - By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.
>
> - By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing satisfactory proof to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to its employees.

I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the Services of this Agreement.

Date: _____

Name of Vendor (Ordo Inc.): _____

Signature of Authorized Representative: _____

Printed Name and Title: _____

(In accordance with Article 5 commencing at Section 1860, Chapter 1, Part 7, Division 2 of the Labor Code, this certificate must be signed and filed with the District prior to performing any Services.)

EXHIBIT D

FINGERPRINT AND CRIMINAL BACKGROUND CHECK CERTIFICATION

In accordance with the Department of Justice fingerprint and criminal background investigation requirements of Education Code §§ 45125.1 et seq.

With respect to the Vendor Services Agreement ("Agreement") between the Cabrillo Unified School District ("District") and Ordo, Inc. ("Contractor"):

One of the boxes below must be checked with regard to Contractor and Contractor's personnel (officers, principals, paid or unpaid employees, volunteers, agents, subtenants and subcontractors of Contractor who will provide services under the Agreement) ("Contractor's Personnel") and the arrangements verified by an authorized representative of District prior to commencement of the Agreement.

☐ Fingerprinting/Background Check requirements do not apply because Contractor/Contractor's Personnel will not have any interaction with District pupils based on the type of service being provided, the location at which services will be provided, or for other reason (Specify):

_____

☐ Contractor/Contractor's Personnel qualify for a waiver of fingerprint/criminal background check requirements on the following basis:

___ The services provided by Contractor/Contractor's Personnel are for an emergency or exceptional situation, such as when pupil health or safety is endangered or when repairs are needed to make school facilities safe and habitable. [Ed. Code, §45125.1(b)]

___ Contractor/Contractor's Personnel will have no interaction with District pupils that is not under the immediate supervision and control of the pupil's parent/guardian. Enter details of parental supervision:

_____

_____

___ Contractor/Contractor's Personnel will have no interaction with pupils that is not under the immediate supervision and control of a District employee who has been properly fingerprinted and undergone background checks. Enter details of District employee supervision arrangements:

_____

_____

☐ Contractor is a sole proprietor who may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee, and in accordance with the fingerprinting requirements of Education Code § 45125.1(h), hereby agrees to the District's preparation and submission of fingerprints so that the California Department of Justice may determine (A) that Contractor has not been convicted of a felony, as that term is defined in Education Code § 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code § 45125.1(e)(2) or (3). No work or action under the Agreement shall commence until the Department of Justice ascertains that Contractor has not been convicted of a felony as defined in Education Code § 45122.1.

☐ Contractor is not a sole proprietor and has complied with the fingerprinting requirements of Education Code § 45125.1 with respect to all Contractor's Personnel who may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee during the term of the Agreement, and the California Department of Justice has determined (A) that none of Contractor's Personnel has been convicted of a felony, as that term is defined in Education Code § 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code § 45125.1(e)(2) or (3). When the Contractor performs the criminal background check, it shall immediately provide any subsequent arrest and conviction information it receives to the District pursuant to the subsequent arrest service. A complete and accurate list of Contractor's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto. No work or action under the Agreement shall commence until the Department of Justice ascertains that none of Contractor's Personnel has been convicted of a felony as defined in Education Code § 45122.1.

CONTRACTOR CERTIFICATION

I am a representative of the Contractor entering into this Agreement with the District, and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of the Contractor. By signing below, I certify that the information contained on this certification form is accurate. I understand that it is Contractor's sole responsibility to maintain, update, and provide the District with current "Fingerprint and Criminal Background Check Certification" information for all Contractor's Personnel throughout the duration of the Agreement. **A list of Contractor's Personnel is attached hereto as Attachment A.**

Date: _____
Contractor: _____
Signature: _____
Print Name: _____
Title: _____

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

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

MEMORANDUM

MEETING DATE: June 18, 2026
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
Drew Gamet, Bond Program Fiscal Project Director
CATEGORY: Action
ITEM TITLE: Award of Contract to SCAPES, Inc. for Field Renovation and Turf Seeding at Hatch Elementary School (CUPCCAA Informal Bidding)

BACKGROUND INFORMATION

The turf playing field at Hatch Elementary School, located at 490 Miramontes Avenue, Half Moon Bay, requires renovation to restore a safe, healthy playing surface. The work consists of clearing and grubbing the designated area and establishing new seeded turf, including soil preparation and the care necessary for germination and establishment.

The contract amount for this work is $183,800. Projects above $75,000 and up to $220,000 are awarded through the District's informal bidding procedures under the California Uniform Public Construction Cost Accounting Act (CUPCCAA), pursuant to Public Contract Code section 22032.

REPORT/PROPOSAL

SCAPES, Inc. has proposed to perform the field renovation and turf seeding at Hatch Elementary School for a total of $183,800. The scope includes clearing and grubbing of the designated area, which covers removal and disposal of weeds, grass, brush, roots, and surface vegetation; and installation of seeded turf, which includes solid-tine and hollow-tine aeration, import and spreading of approved topsoil and soil amendment, fine grading and soil preparation, seed application at the specified rate, light raking and rolling for seed-to-soil contact, and initial watering and establishment care. Ongoing watering is excluded from the contract and will be performed by the district.

SCAPES, Inc. holds a valid California Contractors State License Board license (No. 776147, classifications A, B, and C-27) and is registered with the Department of Industrial Relations (Registration No. 1000005054) as required for public works projects. The contract is recommended for award in accordance with the district's informal bidding procedures under CUPCCAA.

FISCAL ANALYSIS

The total contract amount is $183,800, comprising $16,500 for clearing and grubbing and $167,300 for installation of seeded turf. Ongoing watering is excluded from the contract and will be performed by the district.

Funding for this project is provided by Measure K. There is no impact to the General Fund.

RECOMMENDATION

It is recommended that the Governing Board award a contract to SCAPES, Inc. for field renovation and turf seeding at Hatch Elementary School in the amount of $183,800, procured through the district's informal bidding procedures under the California Uniform Public Construction Cost Accounting Act (CUPCCAA).

Prepared by: *Drew Gamet*

CSLB Lic. #776147 A, B, C-27
DIR Reg. # 1000005054,, Laborers Local #261,
CA Certified SMBE #38394, WBE# 17001068

Landscape Proposal

6/10/2026

Project: Hatch Elementary School, Half Moon Bay
Address: 490 Miramontes ave half moon bay CA

The following cost estimates are based on the plan and takeoff. The work includes all materials, labor, and equipment necessary to perform the scope outlined in this proposal.

1. Clearing and Grubbing **$16,500**

Provide all labor, materials, equipment, and supervision necessary for clearing and grubbing of designated areas, including removal and disposal of weeds, grass, brush, roots, debris, and other surface vegetation. Work includes preparation of the site for subsequent grading, soil preparation, seeding, or landscape improvements. Leave the site clean and free of objectionable materials upon completion. completion.

2. Seed **$167,300**

Provide all labor, materials, equipment, and supervision necessary to prepare the area and install seeded turf, including:

Aerating existing soil using both solid-tine and hollow-tine aeration methods to improve soil structure and seed establishment.
Importing and spreading 1" to 2" of approved topsoil/soil amendment material as required for proper seedbed preparation.
Fine grading and soil preparation.
Furnishing and applying seed at the specified application rate.
Light raking and rolling to ensure proper seed-to-soil contact.
Initial watering and establishment care necessary for germination.
Cleanup and disposal of excess materials upon completion.

All work shall be completed in accordance with project plans, specifications, and industry standards.

Excluding

Watering by others

GRAND TOTAL **$183,800**

PRESENTED BY: Sadeq Alnaggar **Date: 6/10/2026**

Sadeq@scapes.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: June 18, 2026
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
Drew Gamet, Bond Program Fiscal Project Director
CATEGORY: Action
ITEM TITLE: Approval of Derivi Castellanos Architects (DCA) Proposal P26.010 for Pool Demolition Design Services, Half Moon Bay High School (Measure K Funds)

BACKGROUND INFORMATION

On February 12, 2026, the Governing Board approved a Master Agreement for architectural and Approval of DCA Proposal P26.010 for Pool Demolition Design Services, Half Moon Bay High School (Measure K) engineering services with Derivi Castellanos Architects (DCA), subsequently executed on February 23, 2026, with a total not-to-exceed amount of $8,728,211. Under that agreement, individual project proposals are presented to the Board for approval as each scope of work is defined for the Measure K Priority Projects at Half Moon Bay High School.

The District's planned aquatics improvements require the removal of the existing pool and its supporting structures before a new competition pool and teaching pool can be constructed. This demolition work must be designed and documented before it can be bid and built. Proposal P26.010 provides those design services.

REPORT/PROPOSAL

Proposal P26.010 covers architectural and engineering design services for the demolition of the existing pool and associated facilities at Half Moon Bay High School. The limits of demolition include the existing pool, bleachers, and cabanas, together with Building S-5 (pool pump house and heater/equipment storage), Building S-6 (swim team equipment storage), and Building S-7 (athletic equipment storage), as identified in the proposal's Exhibit A.

DCA's scope includes review of District-provided as-built information, site review and field measurement, preparation of construction documents (reference site plan and site demolition plan), response to questions during the bid phase, construction administration, and project closeout. Because the work is limited to demolition, the project will not be submitted to the Division of the State Architect (DSA). The proposed schedule spans approximately 40 weeks from pre-design through closeout, which includes an assumed 12-week construction period to be verified by the district.

FISCAL ANALYSIS

The architect's fee is $41,141, calculated at 7.5% of an assumed preliminary construction budget of $548,550. Consistent with the Master Agreement, the fee will be adjusted at the same percentage based on the final accepted Guaranteed Maximum Price for the project. Reimbursable expenses are not included in the fee and are billed separately at actual cost plus 5%; the district will budget $5,000 for reimbursables.
This proposal is funded entirely by Measure K and falls within the $8,728,211 not-to-exceed amount established under the DCA Master Agreement. There is no impact to the General Fund.

RECOMMENDATION

It is recommended that the Governing Board approve Derivi Castellanos Architects' Proposal P26.010 for

architectural and engineering design services for demolition of the existing pool and associated facilities at Half Moon Bay High School, in the amount of $41,141, plus a reimbursable expense budget of $5,000, funded by Measure K.

Prepared by: *Drew Gamet*

Derivi Castellanos Architects

Serving California for Over Forty Years

SILICON VALLEY OFFICE
95 S MARKET ST, STE 480
SAN JOSE, CA 95113
408.320.4871

CENTRAL VALLEY OFFICE
3031 W MARCH LN, STE 334
STOCKTON, CA 95219
209.462.2873

June 5, 2026 P26.010

Mr. Drew Gamet
Bond Program Fiscal Director
CABRILLO UNIFIED SCHOOL DISTRICT
498 Kelly Avenue
Half Moon Bay, CA 94019

Re: Project Proposal for Architectural & Engineering Design Services
Demo Pool & Associated Facilities for Measure K Priority Projects
Half Moon Bay High School

Mr. Gamet,

Please accept this Proposal for Architectural & Engineering Design Services for the above-referenced project, which shall be governed by the Master Agreement between Cabrillo Unified School District (CUSD) and Derivi Castellanos Architects (DCA) approved by your Governing Board on February 12, 2026 and executed on February 23, 2026. The Architect Fee presented below is consistent with our initial Master Fee Proposal dated December 12, 2025 and the total not-to-exceed amount of $8,728,211 in our Master Agreement.

PROJECT SCOPE

- Demolition of existing pool and associated facilities.
- This project will not be submitted to the Division of State Architect (DSA).
- Please refer to attached Exhibit A for limits of demolition.

SERVICES TO BE PROVIDED BY DCA

- Review as-built information provided by District
- Site review, field-measurement
- Construction Documents
  - Reference Site Plan
  - Site Demolition Plan
- Respond to questions during Bid Phase
- Construction Administration
- Project closeout

TIMELINE

Architect's proposed timeline is as follows:

• Pre-design/surveys	4 weeks
• Construction Documents	8 weeks
• Bid Phase Support	8 weeks
• Construction Phase*	12 weeks
• Project Closeout	8 weeks

* If DCA's services are extended beyond the duration shown above by delays of the District or other factors beyond DCA's control, DCA will be entitled to a Fee adjustment for this phase but only with prior written District approval.

ARCHITECT FEE

For purposes of developing the Architect Fee, DCA has assumed a preliminary construction budget of $548,550. This proposed Architect Fee is equal to 7.5% of the preliminary construction budget as presented below.

Architect Fee ($548,550 x 7.5%) = $41,141

The basis of District payments to Architect shall be Lump Sum by Phase by Percent Complete as set forth below:

1.	Pre-design/surveys	$1,029
2.	Construction Documents	$27,770
3.	Bid Phase Support	$3,086
4.	Construction Phase*	$8,228
5.	Project Closeout/Certification	$1,029
	Total	$41,141

Notes:

a. The proposed architect compensation is equal to 7.5% of the construction budget and shall be adjusted at the same rate based on the final accepted Guaranteed Maximum Price for the project.
b. Additional Services requested by District shall be provided at T&M rates in effect at the time of the request.
c. Reimbursable expenses are not included in figures above. District will budget $5,000 for reimbursables.
* Construction duration is assumed to be 12 weeks; needs to be verified by District.

District will be billed monthly. Invoiced amounts are payable and due within thirty (30) days from receipt of invoice. DCA Hourly Rate Schedule attached.

ARCHITECT & DISTRICT REPONSIBILITIES

The project team will provide design services, sub-consultants and information as outlined below:

Discipline	By District (if required)	By DCA	Excluded, or Not Required
Hazmat Testing & Specifications	X		
Topographic Survey			X
Underground Utility Survey			X
Geotechnical/CGS Study			X
Inspector of Record (IOR)			X
Special Inspection & Testing			X
CEQA Study			X
Traffic Study			X
Cost Estimating			X
Architectural Design		X	
Aquatic Designer			X
Civil Engineering			X
Erosion Control Plan, Details, BMPs			X
On-site Storm Water Detention, Treatment			X
Storm Water Pollution Prevention Plan (SWPPP)			X
Landscape Architecture			X
Structural Engineering			X
Fire Sprinkler Design			X
Mechanical/Plumbing Engineering			X
Mechanical/HVAC Engineering			X
Electrical Engineering			X
Fire Alarm Design			X
Data Cabling Design			X
Clock/Bell/Speaker Design			X
Information Technology Specifications			X
Information Technology Infrastructure			X
Audio-Visual Specifications			X
Audio-Visual Infrastructure			X
Furniture, Fixtures, & Equipment Specifications			X
3rd Party Commissioning Agent			X
Acoustic Engineer			X
Food Service Design			X
CHPS/LEED Coordination			X

ASSUMPTIONS & CLARIFICATIONS

1. Demolition is limited to the existing pool, existing bleachers, existing cabanas, existing Building S-5 pool pump house and heater equipment storage, Building S-6 swim team equipment storage, and Building S-7 athletic equipment storage. Refer to Exhibit A for limits of demolition.
2. No work other than the scope of work specifically identified above is included in this proposal.

3. Offsite improvements are excluded.
4. District will provide most recent DSA-approved drawings for this site, showing compliance with accessibility, fire/life safety, restroom fixture count.
5. District will provide the original DSA-approved construction drawings and DSA-approved drawings for any modernizations that have taken place since the original construction. If these can't be located, DCA can provide field surveying and drafting to produce current "as-built" drawings for an additional fee.
6. District will be responsible for preparing Division 00 and 01 "Front End" specifications.
7. DCA's support services during the bid/construction phase are only advisory in nature; DCA does not provide Construction Management services.
8. DCA will not be responsible for project cost or schedule.
9. DCA will not be responsible for the performance of District vendors or contractors.
10. DCA will accept no responsibility for existing site conditions, deficiencies, violations, hazardous materials, contamination that may exist on the site.
11. DCA will not work with hazardous or contaminated materials.
12. District will be responsible for any permit, agency or utility company fees.
13. District is advised to investigate any-and-all uncertified projects on this site prior to proceeding with this work. DCA can assist the District with certification of old/uncertified projects upon request at T&M rates in effect at the time of the request.
14. DCA's deliverables will be produced in two-dimensional industry-standard drawing format and will be transmitted to District as a PDF file.
15. Changes to design requested by District after approval of a design milestone will incur additional cost at T&M rates in effect at the time of the request.
16. Efforts to reduce costs ("value engineering") after approval of a design milestone will incur additional cost at T&M rates in effect at the time of the request.
17. Any other services not specifically included above will incur additional cost at T&M Rates in effect at the time of the request.
18. The construction duration is assumed to be 12 weeks. If this duration is extended, DCA will be entitled to a Fee adjustment for this phase but only with prior written District approval.
19. This proposal assumes the project will be built in one phase; if the project is broken up into multiple phases which exceed 12 weeks of total construction duration, DCA will be entitled to a Fee adjustment for this phase but only with prior written District approval.
20. It is assumed this project will be submitted as one package to DSA; if it is submitted as more than one package, DCA will be entitled to a Fee adjustment for each DSA package but only with prior written District approval.
21. If this project is put on hold more than six months, DCA will be entitled to a re-start fee but only with prior written District approval.
22. DCA provides the following standard insurance coverages; if additional coverages are requested by District, they will be provided upon acceptance by District of additional premium:
    a. General Liability: $1 million per occurrence/$2 million aggregate/$3 million umbrella
    b. Automobile Liability: $1 million per occurrence/$3 million umbrella
    c. Workers Comp: $1 million policy limit (per statute)
    d. Professional Errors & Omissions: $3 million per occurrence/$5 million aggregate

* *

Respectfully submitted,
DERIVI CASTELLANOS ARCHITECTS

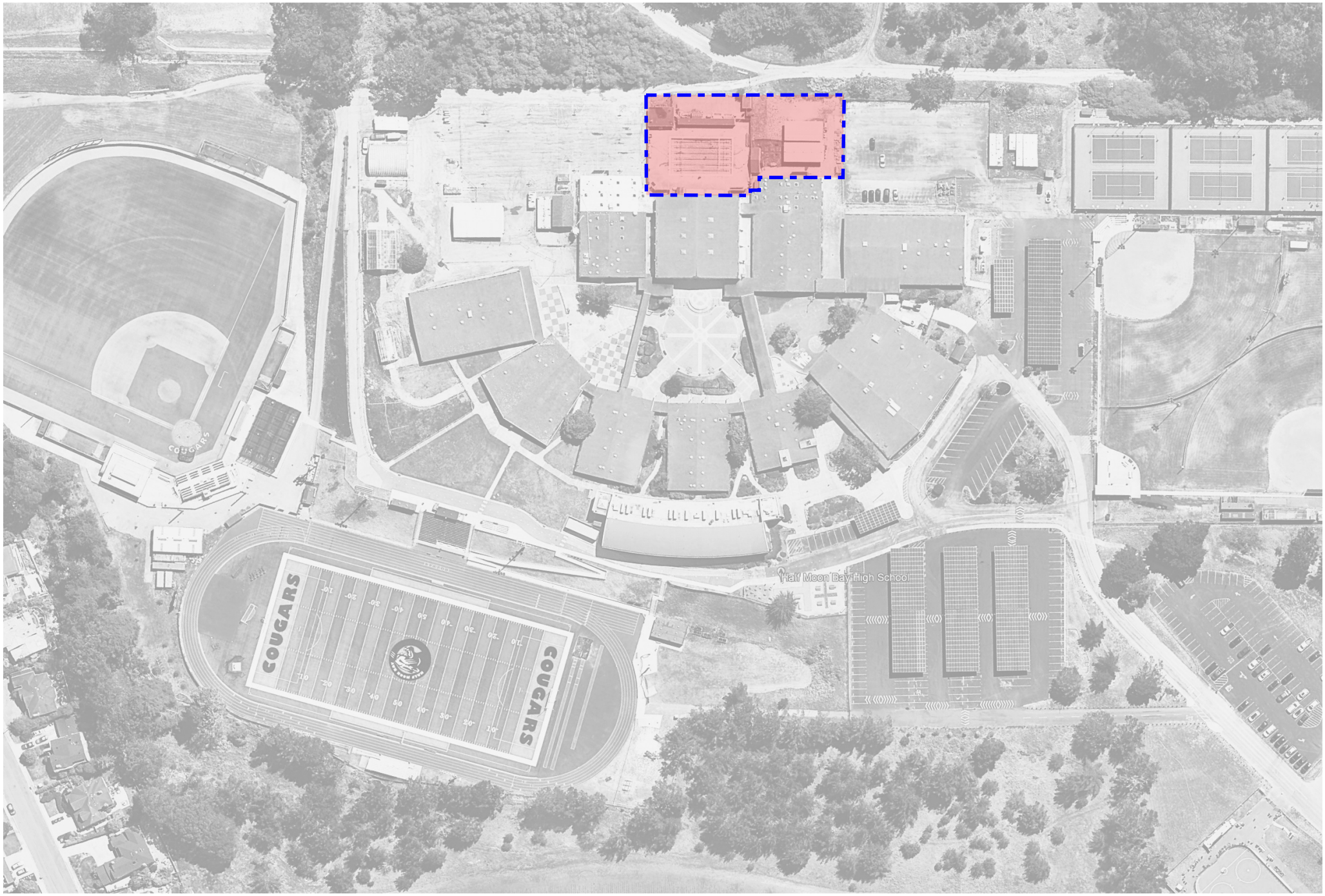
Juan G. Barroso
Managing Partner
jbarroso@dcaaia.com
(408) 314-6601

This Proposal is accepted as presented above,
CABRILLO UNIFIED SCHOOL DISTRICT

_____
Signature of Authorized Representative

_____
Printed Name and Title

_____
Date



"EXHIBIT A" | HALF MOON BAY HIGH SCHOOL - DEMO POOL

June 5, 2026

LIMITS OF WORK FOR DEMOLITION OF POOL & ASSOCIATED FACILITIES

Derivi Castellanos Architects

DERIVI CASTELLANOS ARCHITECTS

HOURLY RATE SCHEDULE

Effective January 1, 2026

The following rate schedule shall be used as a basis for establishing "time-and-materials" compensation:

ARCHITECTURAL SERVICES:

Partner	$280
Senior Principal Architect	$265
Principal Architect	$255
Senior Architect	$235
Senior Project Manager	$235
Architect	$220
Design Manager	$210
Project Manager	$210
Job Captain	$175
Senior Designer	$160
Designer	$125
Design Assistant	$100
Admin Support Staff	$95

PROJECT MANAGEMENT/CONSULTING SERVICES:

Partner	$280
Project Executive	$265
Senior Project Manager	$235
Senior Cost Estimator	$235
Electrical Project Manager	$235
Project Manager	$210
Cost Estimator	$210
Senior Project Coordinator	$175
Project Coordinator	$160
Project Assistant	$100
Support Staff	$95

Reimbursable costs shall be billed at actual cost plus 5% and include reproduction, office consumables, mileage, shipping, telephone, software services, meeting costs, travel time, lodging, other miscellaneous services and expenses required to accomplish the work. These expenses shall not be considered as part of the overall maximum fee. All invoices are due and payable within 30 days of invoice date. This schedule is subject to adjustment every January 1st.

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

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

MEMORANDUM

MEETING DATE: June 18, 2026
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
Drew Gamet, Bond Program Fiscal Project Director
CATEGORY: Action
ITEM TITLE: Approval of Derivi Castellanos Architects (DCA) Proposal P26.022 for Building G Design Services, Half Moon Bay High School (Measure K Funds)

BACKGROUND INFORMATION

On February 12, 2026, the Governing Board approved a Master Agreement for architectural and engineering services with Derivi Castellanos Architects (DCA), subsequently executed on February 23, 2026, with a total not-to-exceed amount of $8,728,211. Under that agreement, individual project proposals are presented to the Board for approval as each scope of work is defined for the Measure K Priority Projects at Half Moon Bay High School.

Replacement of Building G is among the Measure K Priority Projects at Half Moon Bay High School. The existing Building G will be demolished and replaced with a new two-story classroom building. Proposal P26.022 provides the architectural and engineering design services for that work.

The Facilities Master Plan concept for the high school was subsequently refined so that Building G will be constructed as a two-story structure and the future Building A as a single-story structure. Derivi Castellanos Architects has been advised of this change, and the two-story design scope described in this proposal reflects it.

REPORT/PROPOSAL

Proposal P26.022 covers design services for demolishing the existing Building G and constructing a new two-story classroom building of approximately 22,000 square feet. The new building will house ten general education classrooms, two Special Day Class (SDC) classrooms, four Resource Specialist Program (RSP) classrooms, one Career Technical Education (CTE) classroom, and supporting spaces including offices, workrooms, and restrooms, with utilities extended to the nearest points of connection on site.

DCA's scope spans the full design process — schematic design, design development, construction documents, approval by the local fire authority, submittal to and review by the Division of the State Architect (DSA), bid-phase support, construction administration, and project closeout with DSA certification. The proposed schedule totals approximately 40 months from pre-design through certification, including an assumed 20-month construction period to be verified by the District.

FISCAL ANALYSIS

The architect's fee is $2,330,577, calculated at 9.5% of an assumed preliminary construction budget of $24,532,385. Consistent with the Master Agreement, the fee will be adjusted at the same percentage based on the final accepted Guaranteed Maximum Price for the project. Reimbursable expenses are not included in the fee and are billed separately at actual cost plus 5%; the district will budget $30,000 for reimbursables.

This proposal is funded entirely by Measure K and falls within the $8,728,211 not-to-exceed amount established under the DCA Master Agreement. There is no impact to the General Fund.

RECOMMENDATION

It is recommended that the Governing Board approve Derivi Castellanos Architects' Proposal P26.022 for architectural and engineering design services for the new Building G classroom building at Half Moon Bay High School, in the amount of $2,330,577, plus a reimbursable expense budget of $30,000, funded by Measure K.

Prepared by: *Drew Gamet*

Derivi Castellanos Architects

Serving California for Over Forty Years

SILICON VALLEY OFFICE
95 S MARKET ST, STE 480
SAN JOSE, CA 95113
408.320.4871

CENTRAL VALLEY OFFICE
3031 W MARCH LN, STE 334
STOCKTON, CA 95219
209.462.2873

June 5, 2026 P26.022

Mr. Drew Gamet
Bond Program Fiscal Director
CABRILLO UNIFIED SCHOOL DISTRICT
498 Kelly Avenue
Half Moon Bay, CA 94019

Re: Project Proposal for Architectural & Engineering Design Services
New Building G for Measure K Priority Projects
Half Moon Bay High School

Mr. Gamet,

Please accept this Proposal for Architectural & Engineering Design Services for the above-referenced project, which shall be governed by the Master Agreement between Cabrillo Unified School District (CUSD) and Derivi Castellanos Architects (DCA) approved by your Governing Board on February 12, 2026 and executed on February 23, 2026. The Architect Fee presented below is consistent with our initial Master Fee Proposal dated December 12, 2025 and the total not-to-exceed amount of $8,728,211 in our Master Agreement.

PROJECT SCOPE

- Demolish existing Building G and construct a new two-story classroom building (22,000 square feet).
- Building G will include ten (10) general education classrooms, two (2) SDC classrooms, four (4) RSP classrooms, one (1) CTE classroom, support spaces, offices, workrooms, and restrooms.
- All new utilities to the nearest point of connection on site. New utility services, if needed, will be part of a separate proposal.
- This project will be submitted to the Division of State Architect (DSA) for approval.
- Please refer to attached Exhibit A for limits of work.

SERVICES TO BE PROVIDED BY DCA

- Review as-built information provided by District
- Site review, field-measurement
- Schematic Design
  - Design meetings as-needed with project stakeholders
  - 90% Schematic Design for review/comment/approval by District
- Design Development
  - Design meetings as-needed with project stakeholders
  - 90% Design Development for review/comment/approval by District
- Construction Documents
  - Design meetings as-needed with project stakeholders
  - 90% Construction Documents for review/comment/approval by District
- Approval by Local Fire Authority
- Submittal to DSA
- Respond to questions during Bid Phase
- Construction Administration

- Project closeout & DSA Certification

TIMELINE

Architect's proposed timeline is as follows:

• Pre-design/surveys	2 months
• Schematic Design	2 months
• Design Development	4 months
• Construction Documents	4 months
• DSA Review	4 months
• Bid Phase Support	2 months
• Construction Phase*	20 months
• Project Closeout/Certification	2 months

* If DCA's services are extended beyond the duration shown above by delays of the District or other factors beyond DCA's control, DCA will be entitled to a Fee adjustment for this phase but only with prior written District approval.

ARCHITECT FEE

For purposes of developing the Architect Fee, DCA has assumed a preliminary construction budget of $24,532,385. This proposed Architect Fee is equal to 9.5% of the preliminary construction budget as presented below.

Architect Fee ($24,532,385 x 9.5%) = $2,330,577

The basis of District payments to Architect shall be Lump Sum by Phase by Percent Complete as set forth below:

1.	Pre-design/surveys	$58,264
2.	Schematic Design	$524,380
3.	Design Development	$466,115
4.	Construction Documents	$582,644
5.	DSA Review	$116,529
6.	Bid Phase Support	$58,264
7.	Construction Phase*	$466,115
8.	Project Closeout/Certification	$58,264
	Total	$2,330,577

Notes:

a. The proposed architect compensation is equal to 9.5% of the construction budget and shall be adjusted at the same rate based on the final accepted Guaranteed Maximum Price for the project.
b. Additional Services requested by District shall be provided at T&M rates in effect at the time of the request.
c. Reimbursable expenses are not included in figures above. District will budget $30,000 for reimbursables.
* Construction duration is assumed to be 20 months; needs to be verified by District.

District will be billed monthly. Invoiced amounts are payable and due within thirty (30) days from receipt of invoice. DCA Hourly Rate Schedule attached.

ARCHITECT & DISTRICT REPONSIBILITIES

The project team will provide design services, sub-consultants and information as outlined below:

Discipline	By District (if required)	By DCA	Excluded, or Not Required
Hazmat Testing & Specifications	X		
Topographic Survey	X		
Underground Utility Survey	X		
Geotechnical/CGS Study	X		
Inspector of Record (IOR)	X		
Special Inspection & Testing	X		
CEQA Study			X
Traffic Study			X
Cost Estimating		X	
Architectural Design		X	
Civil Engineering		X	
Erosion Control Plan, Details, BMPs		X	
On-site Storm Water Detention, Treatment			X
Storm Water Pollution Prevention Plan (SWPPP)	X		
Landscape Architecture			X
Structural Engineering		X	
Fire Sprinkler Design		X	
Mechanical/Plumbing Engineering		X	
Mechanical/HVAC Engineering		X	
Electrical Engineering		X	
Fire Alarm Design		X	
Data Cabling Design		X	
Clock/Bell/Speaker Design		X	
Information Technology Specifications	X		
Information Technology Infrastructure		X	
Audio-Visual Specifications	X		
Audio-Visual Infrastructure		X	
Furniture, Fixtures, & Equipment Specifications	X		
3rd Party Commissioning Agent			X
Acoustic Engineer			X
Food Service Design			X
CHPS/LEED Coordination			X

ASSUMPTIONS & CLARIFICATIONS

1. No work other than the scope of work specifically identified above is included in this proposal.
2. All utilities and services will be extended from existing points of connection near the new buildings; new services/service upgrades are excluded.
3. Offsite improvements are excluded.
4. District will provide most recent DSA-approved drawings for this site, showing compliance with accessibility, fire/life safety, restroom fixture count.
5. District will provide the original DSA-approved construction drawings and DSA-approved drawings for any modernizations that have taken place since the original construction. If these can't be located, DCA can provide field surveying and drafting to produce current "as-built" drawings for an additional fee.
6. District will be responsible for preparing Division 00 and 01 "Front End" specifications.
7. DCA's support services during the bid/construction phase are only advisory in nature; DCA does not provide Construction Management services.
8. DCA will not be responsible for project cost or schedule.
9. DCA will not be responsible for the performance of District vendors or contractors.
10. DCA will accept no responsibility for existing site conditions, deficiencies, violations, hazardous materials, contamination that may exist on the site.
11. DCA will not work with hazardous or contaminated materials.
12. District will be responsible for any permit, agency or utility company fees.
13. District is advised to investigate any-and-all uncertified projects on this site prior to proceeding with this work. DCA can assist the District with certification of old/uncertified projects upon request at T&M rates in effect at the time of the request.
14. DCA's deliverables will be produced in two-dimensional industry-standard drawing format and will be transmitted to District as a PDF file.
15. Changes to design requested by District after approval of a design milestone will incur additional cost at T&M rates in effect at the time of the request.
16. Efforts to reduce costs ("value engineering") after approval of a design milestone will incur additional cost at T&M rates in effect at the time of the request.
17. Any other services not specifically included above will incur additional cost at T&M Rates in effect at the time of the request.
18. The construction duration is assumed to be 20 months. If this duration is extended, DCA will be entitled to a Fee adjustment for this phase but only with prior written District approval.
19. This proposal assumes the project will be built in one phase; if the project is broken up into multiple phases which exceed 20 months of total construction duration, DCA will be entitled to a Fee adjustment for this phase but only with prior written District approval.
20. It is assumed this project will be submitted as one package to DSA; if it is submitted as more than one package, DCA will be entitled to a Fee adjustment for each DSA package but only with prior written District approval.
21. If this project is put on hold more than six months, DCA will be entitled to a re-start fee but only with prior written District approval.
22. DCA provides the following standard insurance coverages; if additional coverages are requested by District, they will be provided upon acceptance by District of additional premium:
    a. General Liability: $1 million per occurrence/$2 million aggregate/$3 million umbrella
    b. Automobile Liability: $1 million per occurrence/$3 million umbrella
    c. Workers Comp: $1 million policy limit (per statute)
    d. Professional Errors & Omissions: $3 million per occurrence/$5 million aggregate

* *

Respectfully submitted,
DERIVI CASTELLANOS ARCHITECTS

Juan G. Barroso
Managing Partner

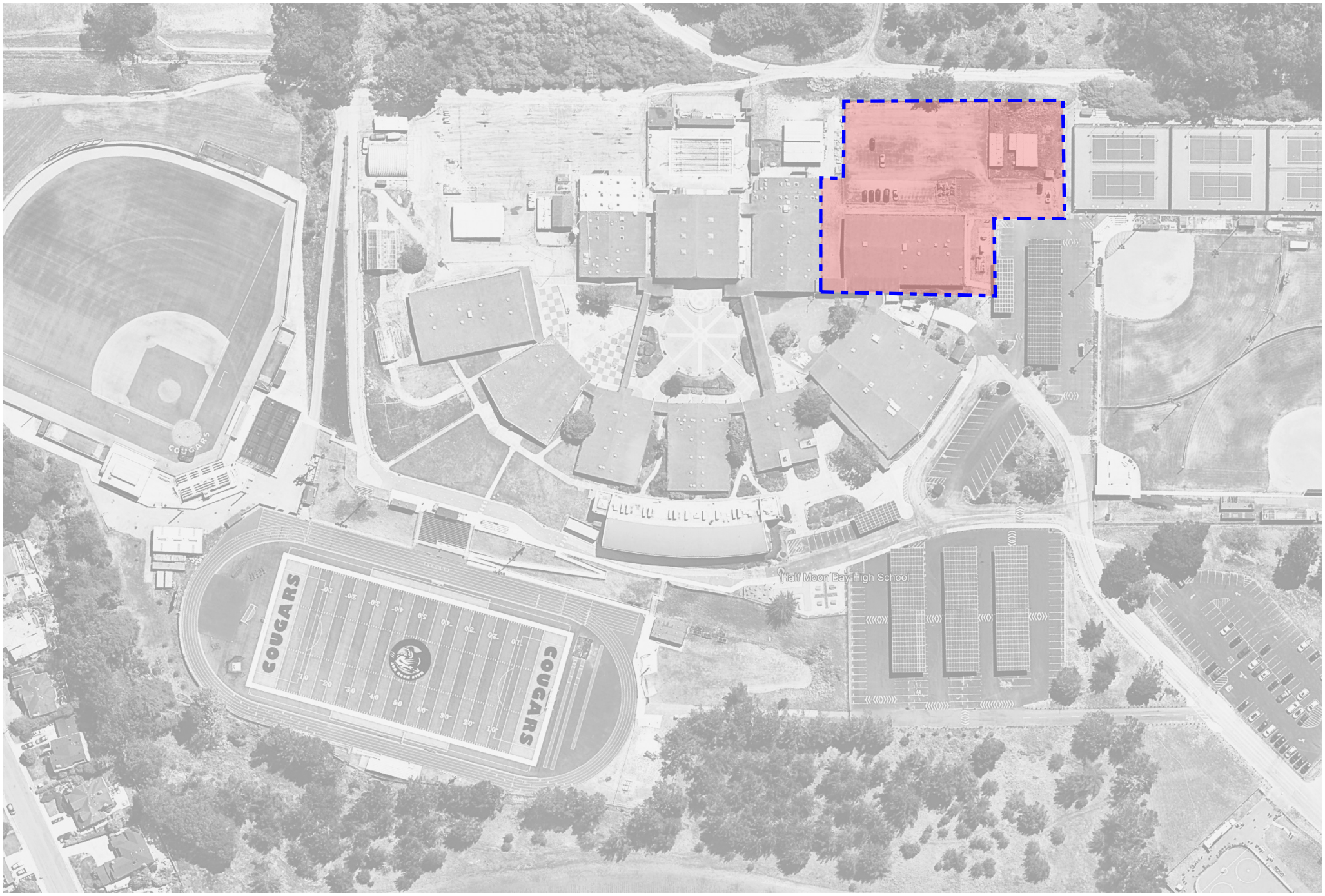
jbarroso@dcaaia.com
(408) 314-6601

This Proposal is accepted as presented above,
CABRILLO UNIFIED SCHOOL DISTRICT

_____
Signature of Authorized Representative

_____
Printed Name and Title

_____
Date



"EXHIBIT A" | HALF MOON BAY HIGH SCHOOL - NEW BUILDING G

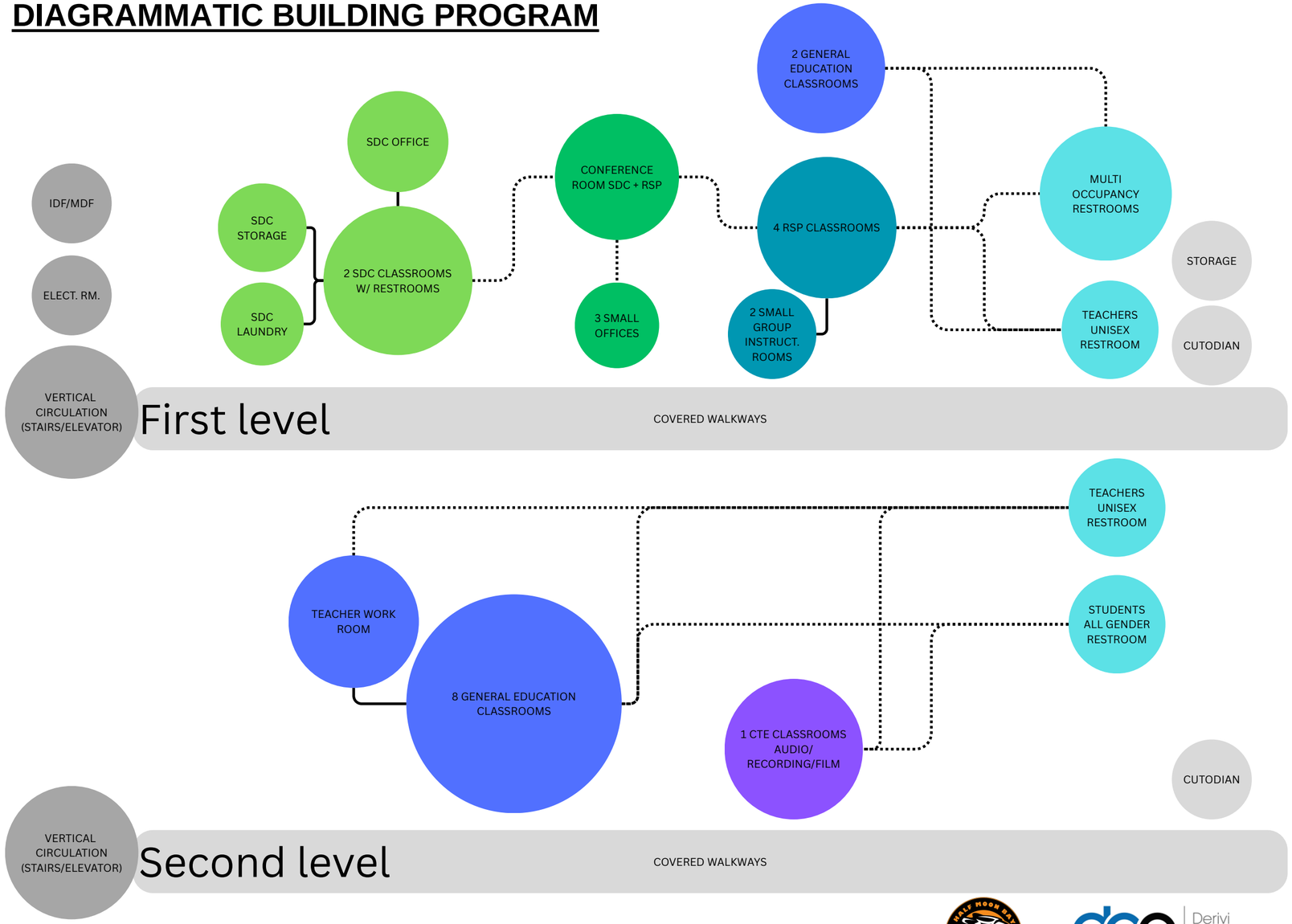
June 5, 2026

LIMITS OF WORK FOR NEW BUILDING G

Derivi Castellanos Architects

HALF MOON BAY HIGH SCHOOL - BUILDING G

DIAGRAMMATIC BUILDING PROGRAM



Derivi Castellanos Architects

MAY 28, 2026

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

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

MEMORANDUM

MEETING DATE: June 18, 2026
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
Drew Gamet, Bond Program Fiscal Project Director
CATEGORY: Action
ITEM TITLE: Approval of Derivi Castellanos Architects (DCA) Proposal P26.011 for New Competition Pool and Support Facilities Design Services, Half Moon Bay High School (Measure K Funds)

BACKGROUND INFORMATION

On February 12, 2026, the Governing Board approved a Master Agreement for architectural and engineering services with Derivi Castellanos Architects (DCA), subsequently executed on February 23, 2026, with a total not-to-exceed amount of $8,728,211. Under that agreement, individual project proposals are presented to the Board for approval as each scope of work is defined for the Measure K Priority Projects at Half Moon Bay High School. A new aquatics complex is among the Measure K Priority Projects at Half Moon Bay High School. Following the removal of the existing pool (the subject of companion Proposal P26.010), a new competition pool and teaching pool will be constructed in its place. Proposal P26.011 provides the architectural and engineering design services for the new aquatics facilities.

REPORT/PROPOSAL

Proposal P26.011 covers design services for a new competition swimming pool with ten competition lanes and a teaching area, a new teaching pool, and an auxiliary building. Associated new construction includes a concrete deck, changing rooms, an equipment room, a storage room, a scoreboard, two sets of bleachers, a shade structure, and new fencing, with utilities extended to the nearest on-site points of connection. The fee reflects the Option 4 design scope as presented by DCA.

DCA's scope spans the full design process — schematic design, design development, construction documents, approval by the local fire authority, submittal to and review by the Division of the State Architect (DSA), bid-phase support, construction administration, and project closeout with DSA certification. The proposed schedule totals approximately 98 weeks from pre-design through certification, including an assumed 44-week construction period to be verified by the District.

FISCAL ANALYSIS

The Facilities Master Plan budgeted the New Pool Area at a total project cost of $13,640,120, comprising $10,492,400 in construction and $3,147,720 in soft costs. The Option 4 design reflected in this proposal assumes a construction budget of $19,806,207, which exceeds the entire Facilities Master Plan project budget for the New Pool Area by $6,166,087. The architect's fee is $2,079,652, calculated at 10.5% of the Option 4 construction budget; consistent with the Master Agreement, the fee will be adjusted at the same percentage based on the final accepted Guaranteed Maximum Price for the project. Reimbursable expenses are not included in the fee and are billed separately at actual cost plus 5%; the district will budget $10,000 for reimbursables.

This proposal is funded entirely by Measure K and falls within the $8,728,211 not-to-exceed amount established under the DCA Master Agreement. There is no impact to the General Fund.

RECOMMENDATION

It is recommended that the Governing Board approve Derivi Castellanos Architects Proposal P26.011 for architectural and engineering design services for a new competition pool, changing rooms, and associated facilities at Half Moon Bay High School, in the amount of $2,079,652, plus a reimbursable expense budget of $10,000, funded by Measure K.

Prepared by: *Drew Gamet*

Derivi Castellanos Architects

Serving California for Over Forty Years

SILICON VALLEY OFFICE
95 S MARKET ST, STE 480
SAN JOSE, CA 95113
408.320.4871

CENTRAL VALLEY OFFICE
3031 W MARCH LN, STE 334
STOCKTON, CA 95219
209.462.2873

June 8, 2026 P26.011

Mr. Drew Gamet
Bond Program Fiscal Director
CABRILLO UNIFIED SCHOOL DISTRICT
498 Kelly Avenue
Half Moon Bay, CA 94019

Re: Project Proposal for Architectural & Engineering Design Services
New Competition Pool, Changing Rooms & Associated Facilities
for Measure K Priority Projects
Half Moon Bay High School

Mr. Gamet,

Please accept this Proposal for Architectural & Engineering Design Services for the above-referenced project, which shall be governed by the Master Agreement between Cabrillo Unified School District (CUSD) and Derivi Castellanos Architects (DCA) approved by your Governing Board on February 12, 2026 and executed on February 23, 2026. The Architect Fee presented below is consistent with our initial Master Fee Proposal dated December 12, 2025 and the total not-to-exceed amount of $8,728,211 in our Master Agreement.

PROJECT SCOPE

- Construction of a new competition swimming pool of ten competition lanes with a teaching area, a new teaching pool, and auxiliary building.
- New construction will include a new concrete deck, new changing rooms, equipment room, storage room, new scoreboard, two new bleachers, new shade structure, and new fencing.
- All new utilities to the nearest point of connection on site. New utility services, if needed, will be part of a separate proposal.
- This project will be submitted to the Division of State Architect (DSA) for approval.
- Please refer to attached Exhibit A for the limits of work.

SERVICES TO BE PROVIDED BY DCA

- Review as-built information provided by District
- Site review, field-measurement
- Schematic Design
  - Design meetings as-needed with project stakeholders
  - 90% Schematic Design for review/comment/approval by District
- Design Development
  - Design meetings as-needed with project stakeholders
  - 90% Design Development for review/comment/approval by District
- Construction Documents
  - Reference Site Plan
  - Site Demolition Plan
  - New Site Plan
  - Underground Utilities Plan and Details
  - Construction Documents for new pool, changing rooms, and associated facilities
  - Construction Details

    - Specifications
- Approval by Local Fire Authority
- Submittal to DSA
- Respond to questions during Bid Phase
- Construction Administration
- Project closeout & DSA Certification

TIMELINE

Architect's proposed timeline is as follows:

• Pre-design/surveys	4 weeks
• Schematic Design	8 weeks
• Design Development	8 weeks
• Construction Documents	8 weeks
• DSA Review	14 weeks
• Bid Phase Support	6 weeks
• Construction Phase*	44 weeks
• Project Closeout/Certification	6 weeks

* If DCA's services are extended beyond the duration shown above by delays of the District or other factors beyond DCA's control, DCA will be entitled to a Fee adjustment for this phase but only with prior written District approval.

ARCHITECT FEE (OPTION 4)

For purposes of developing the Architect Fee, DCA has assumed a preliminary construction budget of $19,806,207. This proposed Architect Fee is equal to 10.5% of the preliminary construction budget as presented below.

Architect Fee ($19,806,207 x 10.5%) = $2,079,652

The basis of District payments to Architect shall be Lump Sum by Phase by Percent Complete as set forth below:

1.	Pre-design/surveys	$51,991
2.	Schematic Design	$467,922
3.	Design Development	$415,930
4.	Construction Documents	$519,913
5.	DSA Review	$103,983
6.	Bid Phase Support	$51,991
7.	Construction Phase*	$415,930
8.	Project Closeout/Certification	$51,991
	Total	$2,079,652

Notes:

a. The proposed architect compensation is equal to 10.5% of the construction budget and shall be adjusted at the same rate based on the final accepted Guaranteed Maximum Price for the project.
b. Additional Services requested by District shall be provided at T&M rates in effect at the time of the request.
c. Reimbursable expenses are not included in figures above. District will budget $10,000 for reimbursables.
* Construction duration is assumed to be 44 weeks; needs to be verified by District.

District will be billed monthly. Invoiced amounts are payable and due within thirty (30) days from receipt of invoice. DCA Hourly Rate Schedule attached.

ARCHITECT & DISTRICT REPONSIBILITIES

The project team will provide design services, sub-consultants and information as outlined below:

Discipline	By District (if required)	By DCA	Excluded, or Not Required
Hazmat Testing & Specifications	X		
Topographic Survey	X		
Underground Utility Survey	X		
Geotechnical/CGS Study	X		
Inspector of Record (IOR)	X		
Special Inspection & Testing	X		
CEQA Study			X
Traffic Study			X
Cost Estimating		X	
Architectural Design		X	
Aquatic Designer		X	
Civil Engineering		X	
Erosion Control Plan, Details, BMPs		X	
On-site Storm Water Detention, Treatment			X
Storm Water Pollution Prevention Plan (SWPPP)	X		
Landscape Architecture			X
Structural Engineering		X	
Fire Sprinkler Design			X
Mechanical/Plumbing Engineering		X	
Mechanical/HVAC Engineering		X	
Electrical Engineering		X	
Fire Alarm Design		X	
Data Cabling Design		X	
Clock/Bell/Speaker Design		X	
Information Technology Specifications	X		
Information Technology Infrastructure		X	
Audio-Visual Specifications	X		
Audio-Visual Infrastructure		X	
Furniture, Fixtures, & Equipment Specifications	X		
3rd Party Commissioning Agent			X
Acoustic Engineer			X
CHPS/LEED Coordination			X

ASSUMPTIONS & CLARIFICATIONS

1. No work other than the scope of work specifically identified above is included in this proposal.
2. All utilities and services will be extended from existing points of connection near the new buildings; new services/service upgrades are excluded.
3. Offsite improvements are excluded.
4. District will provide most recent DSA-approved drawings for this site, showing compliance with accessibility, fire/life safety, restroom fixture count.
5. District will provide the original DSA-approved construction drawings and DSA-approved drawings for any modernizations that have taken place since the original construction. If these can't be located, DCA can provide field surveying and drafting to produce current "as-built" drawings for an additional fee.
6. District will be responsible for preparing Division 00 and 01 "Front End" specifications.
7. DCA's support services during the bid/construction phase are only advisory in nature; DCA does not provide Construction Management services.
8. DCA will not be responsible for project cost or schedule.
9. DCA will not be responsible for the performance of District vendors or contractors.
10. DCA will accept no responsibility for existing site conditions, deficiencies, violations, hazardous materials, contamination that may exist on the site.
11. DCA will not work with hazardous or contaminated materials.
12. District will be responsible for any permit, agency or utility company fees.
13. District is advised to investigate any-and-all uncertified projects on this site prior to proceeding with this work. DCA can assist the District with certification of old/uncertified projects upon request at T&M rates in effect at the time of the request.
14. DCA's deliverables will be produced in two-dimensional industry-standard drawing format and will be transmitted to District as a PDF file.
15. Changes to design requested by District after approval of a design milestone will incur additional cost at T&M rates in effect at the time of the request.
16. Efforts to reduce costs ("value engineering") after approval of a design milestone will incur additional cost at T&M rates in effect at the time of the request.
17. Any other services not specifically included above will incur additional cost at T&M Rates in effect at the time of the request.
18. The construction duration is assumed to be 44 weeks. If this duration is extended, DCA will be entitled to a Fee adjustment for this phase but only with prior written District approval.
19. This proposal assumes the project will be built in one phase; if the project is broken up into multiple phases which exceed 44 weeks of total construction duration, DCA will be entitled to a Fee adjustment for this phase but only with prior written District approval.
20. It is assumed this project will be submitted as one package to DSA; if it is submitted as more than one package, DCA will be entitled to a Fee adjustment for each DSA package but only with prior written District approval.
21. If this project is put on hold more than six months, DCA will be entitled to a re-start fee but only with prior written District approval.
22. DCA provides the following standard insurance coverages; if additional coverages are requested by District, they will be provided upon acceptance by District of additional premium:
    a. General Liability: $1 million per occurrence/$2 million aggregate/$3 million umbrella
    b. Automobile Liability: $1 million per occurrence/$3 million umbrella
    c. Workers Comp: $1 million policy limit (per statute)
    d. Professional Errors & Omissions: $3 million per occurrence/$5 million aggregate

* *

Respectfully submitted,
DERIVI CASTELLANOS ARCHITECTS

Juan G. Barroso
Managing Partner

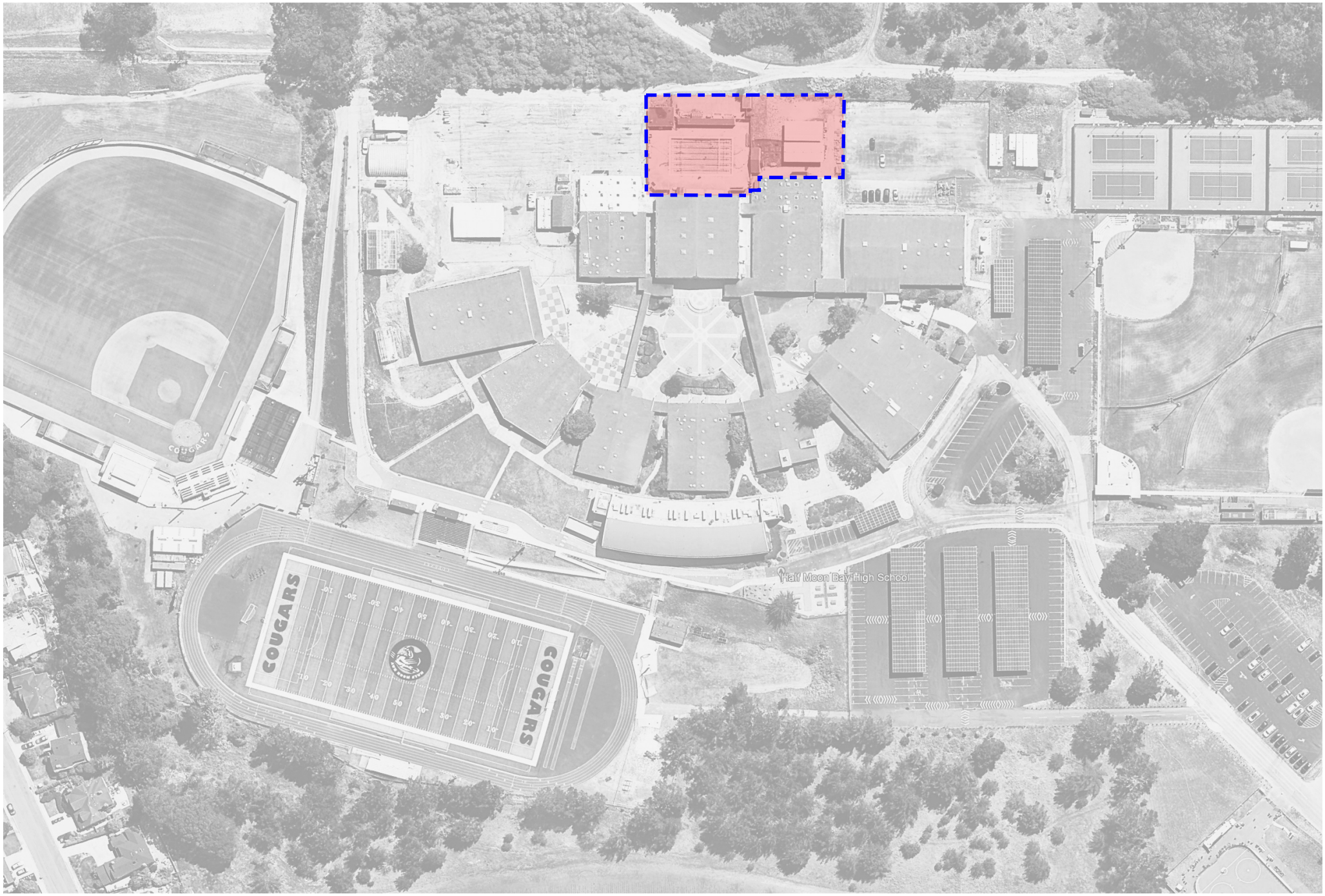
jbarroso@dcaaia.com
(408) 314-6601

This Proposal is accepted as presented above,
CABRILLO UNIFIED SCHOOL DISTRICT

_____
Signature of Authorized Representative

_____
Printed Name and Title

_____
Date

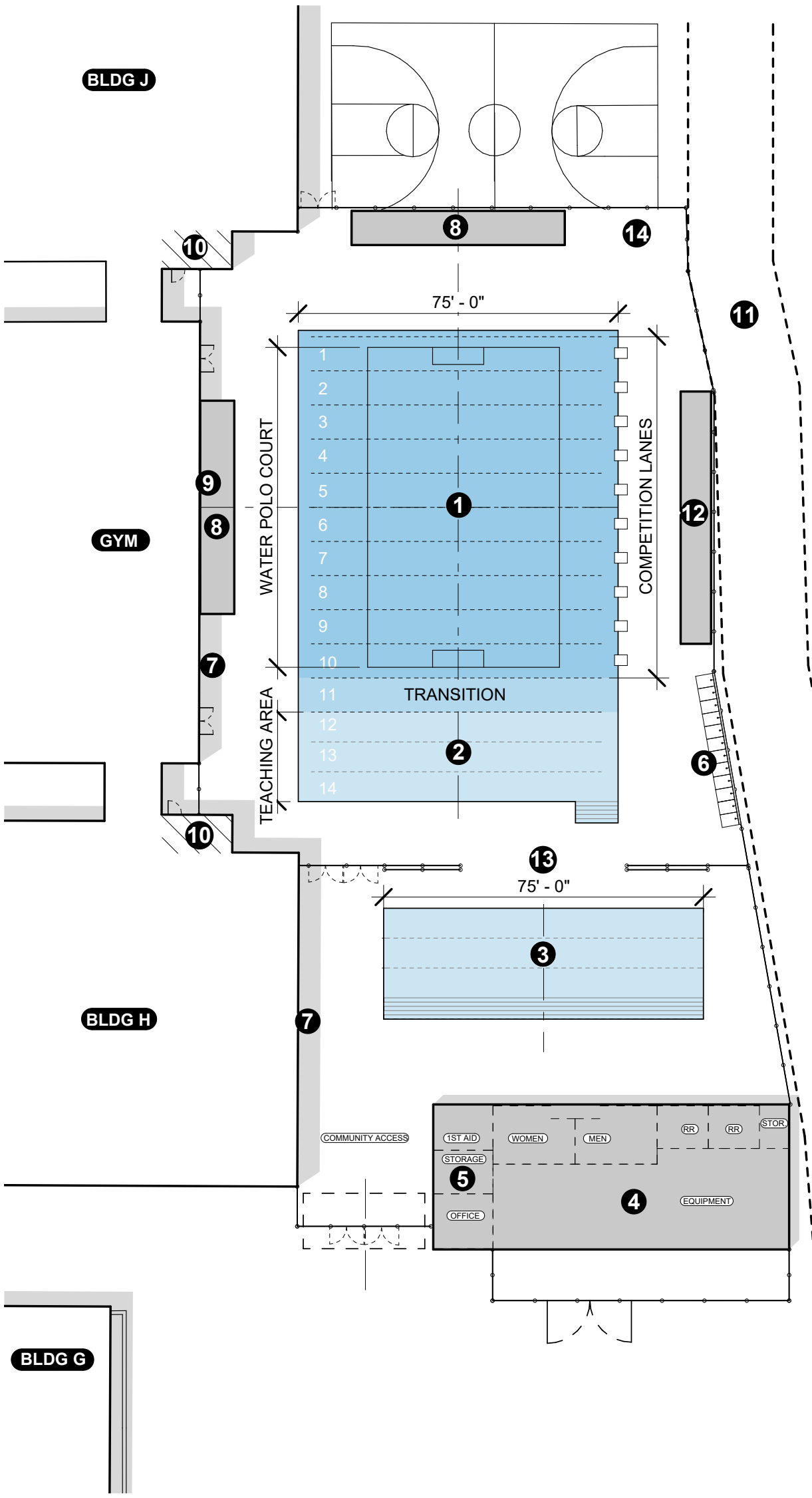


"EXHIBIT A" | HALF MOON BAY HIGH SCHOOL - NEW POOL

June 8, 2026

LIMITS OF WORK FOR NEW POOL & ASSOCIATED BUILDINGS

Derivi Castellanos Architects



NEW POOL - KEYNOTES

1. COMPETITION AREA
   - (10) 8' LANES

WATER POLO COURT
- 45' X 75'
- 7' DEEP

2. TEACHING AREA
   - (3) 7' LANES
   - 3'-6" DEEP

3. TEACHING POOL
   - (3) 7' LANES
   - 3'-6" DEEP

4. ±1,500 SF BLDG
   - POOL EQUIPMENT

5. ±1,300 SF BLDG
   - OFFICE + 1ST AID
   - RESTROOMS + STORAGE
   - 2 UNISEX RRs W/ SHOWERS
   - WOMEN: 6 TOILETS + 5 SINKS
   - MEN: 5 TOILETS + 5 URINALS + 5 SINKS

6. 12 OUTDOOR SHOWERS

7. 2 DRINKING FOUNTAINS

8. BLEACHERS
   - 3 ROWS EACH

9. SCORE BOARD

10. (E) RESTROOM

11. FIRE ACCESS ROAD
    - 20' WIDE

12. SHADE STRUCTURE

13. FENCE WITH SLIDING GATE

14. OUTDOOR STORAGE AREA

0 15 30 60 1"=30'

N

EXHIBIT A

OPTION 4

CABRILLO UNIFIED SCHOOL DISTRICT

HALF MOON BAY HIGH SCHOOL

5/8/2026

Derivi Castellanos

DERIVI CASTELLANOS ARCHITECTS

HOURLY RATE SCHEDULE

Effective January 1, 2026

The following rate schedule shall be used as a basis for establishing "time-and-materials" compensation:

ARCHITECTURAL SERVICES:

Partner	$280
Senior Principal Architect	$265
Principal Architect	$255
Senior Architect	$235
Senior Project Manager	$235
Architect	$220
Design Manager	$210
Project Manager	$210
Job Captain	$175
Senior Designer	$160
Designer	$125
Design Assistant	$100
Admin Support Staff	$95

PROJECT MANAGEMENT/CONSULTING SERVICES:

Partner	$280
Project Executive	$265
Senior Project Manager	$235
Senior Cost Estimator	$235
Electrical Project Manager	$235
Project Manager	$210
Cost Estimator	$210
Senior Project Coordinator	$175
Project Coordinator	$160
Project Assistant	$100
Support Staff	$95

Reimbursable costs shall be billed at actual cost plus 5% and include reproduction, office consumables, mileage, shipping, telephone, software services, meeting costs, travel time, lodging, other miscellaneous services and expenses required to accomplish the work. These expenses shall not be considered as part of the overall maximum fee. All invoices are due and payable within 30 days of invoice date. This schedule is subject to adjustment every January 1st.

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

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

MEMORANDUM

MEETING DATE: June 18, 2026
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Resolution/Action
ITEM TITLE: Resolution 09-2026 Calling a November 3, 2026, Election for Renewal of the Cabrillo Unified School District Education Parcel Tax

BACKGROUND INFORMATION

The District's current local education parcel tax, Measure N, was approved by voters in November 2024 and provides critical funding to support educational programs and services. On June 11, 2026, the Governing Board received an informational presentation regarding a proposed parcel tax renewal measure to be placed before District voters at the November 3, 2026, election

REPORT/PROPOSAL

Adoption of Resolution No. 09-2026 calling an election for November 3, 2026, to seek voter approval of a renewal education parcel tax. The proposed measure would replace the current parcel tax beginning in 2027-28 and continue local funding for high-quality academic programs, teacher and staff recruitment and retention, career technical education, arts and enrichment programs, student support services, and transportation. The measure includes fiscal accountability provisions, including annual independent audits, citizen oversight, and senior citizen and qualifying disability exemptions.

FISCAL ANALYSIS

If approved by voters, the measure is projected to generate approximately $2.6 million annually for eight years beginning in fiscal year 2027-28. The district will reimburse San Mateo County for election-related costs

RECOMMENDATION

Staff recommends that the Governing Board adopt Resolution No. 09-2026 calling a November 3, 2026, election for voter consideration of the proposed education parcel tax renewal measure.

Prepared by: *Holly Lynne*

BOARD OF TRUSTEES
CABRILLO UNIFIED SCHOOL DISTRICT

RESOLUTION NO. _____

RESOLUTION OF THE BOARD OF TRUSTEES OF THE CABRILLO UNIFIED SCHOOL DISTRICT, CALLING AN ELECTION FOR APPROVAL OF THE RENEWAL OF AN EDUCATION PARCEL TAX, ESTABLISHING SPECIFICATIONS OF THE ELECTION ORDER, AND REQUESTING CONSOLIDATION WITH OTHER ELECTIONS OCCURRING ON NOVEMBER 3, 2026

WHEREAS, the Cabrillo Unified School District ("District") is committed to offering a high-quality, well-rounded education to all students in the District; and

WHEREAS, the Governing Board ("Board") believes that good schools are part of what makes our community a desirable place to live and by keeping Coastside schools strong we keep the community strong; and

WHEREAS, the District is committed to preserving strong academic reading and writing programs; and

WHEREAS, the District is committed to preserving strong academic programs in science, technology, engineering, arts, and math (STEAM); and

WHEREAS, it is essential to continue to offer hands-on and innovative science curriculum, Advanced Placement courses and other specialized instruction to prepare students for success in college and future careers; and

WHEREAS, it is important for the District to continue to retain skilled, experienced, and dedicated teachers and provide them with ongoing training to maintain high-quality education in our schools; and

WHEREAS, it is crucial for the District to protect vital programs to keep struggling students on the right track; and

WHEREAS, due to inadequate state funding it is essential that the District have stable, reliable, local funding to shield its schools from the instability of the state budget situation to preserve its strong academic programs; and

WHEREAS, future funding for the District from the State of California and other sources is projected to be inadequate to provide the level of support to the District's educational programs and maintain the high student achievements that the residents of the District expect; and

WHEREAS, the voters of this District have a history of supporting our local schools by voting to support school funding to protect academic excellence in local classrooms; and

WHEREAS, replacing Measure N with a new parcel tax, local funding that cannot be taken by the State or used for administrator salaries, benefits or pensions, is necessary to maintain outstanding educational programs and retain highly qualified, experienced teachers; and

WHEREAS, this measure would require fiscal accountability provisions, including an independent Citizens' Oversight Committee, annual audits and safeguards to ensure all

funding would stay local in District schools and could not be taken by the State or used for administrator salaries or other purposes; and

WHEREAS, property owners aged 65 and older and certain owners receiving SSI or SSDI would continue to be eligible for an optional exemption from the cost of the measure; and

WHEREAS, California Constitution, Article XIIIA, section 4 and Government Code sections 50075 et seq. authorizes the District, upon approval of two-thirds of the electorate, to levy qualified special taxes on real property in the District for the purpose of providing quality educational programs in the District and other lawful purposes of the District; and

WHEREAS, in the judgment of this Board, following a public hearing and comment, it is advisable to request that the San Mateo County Superintendent of Schools call an election and submit to the voters of the District the question of whether the District shall levy a qualified special tax within the District as specified in this resolution, for the purpose of raising revenue for the District; and

WHEREAS, pursuant to the Education Code and Elections Code such election may be completely or partially consolidated with any other election held on the same day and in the same territory or territory that is in part the same.

NOW, THEREFORE, IT IS DETERMINED AND ORDERED as follows:

Section 1. Recitals. The Board hereby finds and determines that the foregoing recitals are true and correct.

Section 2. Resolution Constitutes Order of Election. This resolution shall constitute an order of election pursuant to the Education Code to the San Mateo County Superintendent of Schools ("County Superintendent") to call an election within the boundaries of the District on November 3, 2026.

Section 3. Date and Purpose of Measure. Pursuant to the California Constitution and Government Code, an election shall be held within the boundaries of the District on Tuesday, November 3, 2026, for the purpose of voting on a measure ("Measure") which will be presented to voters in substantially the form attached hereto as Exhibit A, containing the question of whether the District shall impose a qualified special tax for the educational purposes stated therein. In addition, the full text of the Measure ("Full Ballot Text") shall appear in the ballot pamphlet in substantially the form attached hereto as Exhibit B.

Section 4. Exemptions from Qualified Special Tax. Pursuant to any procedures adopted by the District, upon application an exemption from payment of the special tax may be granted on any parcel owned by one or more:

(a) Persons who will attain 65 years of age prior to May 1 of the tax year and occupying said parcel as his or her principal residence ("Senior Citizen Exemption"); or,

(b) Persons receiving Supplemental Security Income for a disability, regardless of age, and occupying said parcel as his or her principal residence ("SSI Exemption"); or

(c) Persons receiving Social Security Disability Insurance benefits, regardless of age, whose yearly income does not exceed 250 percent of the 2012 federal poverty guidelines

issued by the United States Department of Health and Human Services and occupying said parcel as his or her principal residence ("SSDI Exemption").

Exemptions may be granted based on a one-time application received by the District no later than May 1 prior to the tax year. Exemptions granted under prior special taxes levied by the District will not require re-approval, subject to the District's right to verify a property owner's continuing qualification for exemption.

The District shall annually provide to the San Mateo County Tax Collector ("County Tax Collector") or other appropriate County official a list of parcels that the District has approved for an exemption.

Section 5. Collection of the Tax. The qualified special tax shall be collected by the County Tax Collector. Unpaid special taxes shall bear interest at the same rate as the rate for unpaid *ad valorem* property taxes until paid. With respect to all general property tax matters within its jurisdiction, the County Tax Collector shall make all final determinations of tax exemption or relief for any reason, and that decision shall be final and binding. With respect to matters specific to the levy of the special tax, including the exemptions, the application of the qualified special tax to any parcel(s), the legality or validity of the special tax, or any other disputed matter specific to the application of the special tax, the decisions of the District shall be final and binding.

This Measure shall not affect the collection of the qualified special taxes authorized by voters as "Measure N" in November 2024 unless this Measure is adopted, in which case Measure N shall cease and be replaced with this Measure on the date the qualified special tax authorized by this Measure is first levied.

Section 6. Reporting and Oversight.

(a) *Specific Purpose*. The proceeds of the special tax shall be applied only to the specific purposes identified in the Full Ballot Text as required by Government Code section 50075.1. The proceeds of the special tax shall be deposited into a fund, which shall be kept separate and apart from other funds of the District.

(b) *Annual Report*. No later than December 31 of each year while the special tax is in effect, the District shall prepare and file with the Board a report detailing the amount of funds collected and expended, and the status of any project authorized to be funded by this Measure. The report may relate to the calendar year, fiscal year, or other appropriate annual period, as said officer shall determine, and may be incorporated into or filed with the annual budget, audit, or other appropriate routine report to the Board.

(c) *Independent Citizens' Oversight Committee*. The Board shall provide for the creation of an independent citizens' oversight committee to oversee expenditure of the funds collected pursuant to the Measure to ensure that moneys raised under this Measure are spent only for the purposes described in this Measure. The Board shall provide for the composition, duties, and other necessary information regarding the committee's formation and operation. The Board shall have the option to extend any current independent citizen oversight committee and its membership to serve as the independent citizen oversight committee for this Measure.

Section 7. Authority for Ordering Election. The authority for ordering the election is contained in the Education Code, Elections Code, Government Code, and California Constitution.

Section 8. Authority for Specifications. The authority for the specification of this election order is contained in the Education Code.

Section 9. Resolution to County Officials. The Secretary to the Board is hereby directed to cause certified copies of this Resolution and order to be delivered no later than August 5, 2026, to the County Superintendent, the San Mateo County Registrar of Voters ("Registrar"), and the Clerk of the Board of Supervisors of San Mateo County ("Board of Supervisors").

Section 10. Formal Notice. The County Superintendent is hereby requested to prepare and execute a Formal Notice of Parcel Tax Election and consolidation order in substantially the form attached hereto as Exhibit C (the "Formal Notice"), and to call the election by causing the Formal Notice to be posted in accordance with the applicable law no later than August 5, 2026, or to otherwise cause the notice to be published as permitted by law. The Secretary to the Board, on behalf of and as may be requested by the County Superintendent, is authorized to cause all notices required by law in connection herewith to be published and posted, as the case may be.

Section 11. Conduct of Election.

(a) *Request to Registrar.* Pursuant to State law, the Registrar is requested to take all steps to hold the election on November 3, 2026, in accordance with law and these specifications. The election shall be held and conducted in the manner prescribed by Elections Code section 10418.

(b) *Voter Pamphlet.* The Registrar is hereby requested to reprint the Full Ballot Text in substantially the form attached hereto as **Exhibit B** in the voter information pamphlet to be distributed to voters pursuant to the Elections Code. In the event the Full Ballot Text will not be reprinted in the voter information pamphlet in its entirety, the Registrar is hereby requested to print, immediately below the impartial analysis of the Measure, in no less than 10-point boldface type, a legend substantially as follows:

> *"The above statement is an impartial analysis of Measure __. If you desire a copy of the Measure, please call the San Mateo County Registrar of Voters at {phone number} and a copy will be mailed at no cost to you."*

(c) *Consolidation.* The County Superintendent and the Board of Supervisors are hereby requested to consolidate the election ordered hereby with any and all other elections as may be held on the same day in the same territory or in territory that is in part the same.

(d) *Canvass and Declaration of Results.* The Board of Supervisors is authorized to canvass the returns of the election and declare the result pursuant to the Elections Code.

(e) *Cost of Election.* The District will reimburse the Registrar and the County of San Mateo for costs associated with the election as required by law.

Section 12. Appropriations Limit. The Board shall provide in each year for an increase in the District's appropriations limit as shall be necessary to ensure that the proceeds of the special tax may be spent for the authorized purposes.

Section 13. Ballot Arguments. The Board President and/or her designees are hereby authorized to prepare and file with the Registrar any ballot argument prepared in connection with the election, including a rebuttal argument, each within the time established by the Registrar, which shall be considered the official ballot arguments of the Board as sponsor of the Measure and to take all necessary action to prevent inclusion of false and/or misleading information in ballot materials related to the Measure.

Section 14. Official Actions. The District Superintendent, Board President, or their designees are hereby authorized to execute any other document and to perform all acts necessary to place the Measure on the ballot, including making alterations to the Measure and Full Ballot Text stated in Exhibits A and B hereto, and to this Resolution, to comply with requirements of law and election officials or which are, in the judgment of the Superintendent and/or Board President, in the best interests of the District.

Section 15. Effective Date. This Resolution shall take effect from and after its adoption.

The foregoing resolution was introduced by Trustee _____ who moved its adoption, seconded by Trustee _____ and adopted on _____, 2026 by the following vote:

AYES:

NOES:

ABSENT:

_____
Lizet Cortes
President of the Board of Trustees
of the Cabrillo Unified School
District

ATTEST:

_____
Ramon Miramontes,
Secretary to the Board
of the Cabrillo Unified School District

EXHIBIT A

Summary of Measure

The Measure shall be summarized in the following form, and the County of San Mateo Registrar of Voters is requested to cause this summary of the Measure to appear on the ballot:

****** BEGIN BALLOT LABEL ******

With funds that cannot be taken by the State or Federal Government and spent elsewhere, shall Cabrillo Unified School District's measure to support local students by hiring and retaining highly qualified teachers and specialized educators; and expanding career training and college readiness programs, including agriculture, construction, and welding be adopted, replacing the current parcel tax at $239 per parcel for five years, (raising $2,600,000 annually) with senior exemptions, no administrator salaries or pensions, and public disclosure of spending?

****** END BALLOT LABEL ******

EXHIBIT B

FULL BALLOT TEXT

****** BEGIN FULL TEXT ******

Measure __
[letter designation to be assigned by San Mateo County Registrar of Voters]

Measure __ will protect high quality education and renew existing local funding to:

- Maintain excellent science, technology, engineering, math, reading and writing instruction
- Attract and retain highly qualified teachers and staff
- Support music and art programs
- Provide a high-quality education to students

Fiscal accountability is required, and all funds will stay local to support Cabrillo Unified School District schools. No funds can be taken away by the State. Independent citizens' oversight and annual audits are required. Seniors will continue to be eligible for an exemption from the cost.

TERMS

With funds that cannot be taken by the State or Federal Government and spent elsewhere, shall Cabrillo Unified School District's measure to support local students by hiring and retaining highly qualified teachers and specialized educators; and expanding career training and college readiness programs, including agriculture, construction, and welding be adopted, replacing the current parcel tax at $239 per parcel for five years, (raising $2,600,000 annually) with senior exemptions, no administrator salaries or pensions, and public disclosure of spending?

PURPOSES

To provide local revenue that cannot be taken by the State and spent elsewhere, and to maintain high-quality public education in schools in the District, the District proposes to levy and collect an education parcel tax annually for five years as more fully described below, and to implement accountability measures in connection with the education parcel tax and to provide oversight and accountability to ensure that funds are used only for the following specific purposes:

- Attract and retain qualified, high-performing teachers, staff and counselors;
- Maintain competitive wages, benefits, professional development and expand training and access to resources for teachers and staff;
- Provide and enhance academic programs and specialized teachers for fields including, but not limited to literacy, reading and mathematics;

- Expand classes for college readiness and career technical education, including agriculture, construction, welding and other programs;
- Provide and expand enrichment programs for elementary and middle school students, including hands-on learning and exploration of future careers;
- Increase social, emotional, behavioral, and mental health support, counseling, resources and other programs for students and families;
- Expand and enhance programs for special education, students with disabilities services and staffing;
- Support reliable transportation services;
- Expand and enhance visual and performing arts, music, band, dance, and other art enrichment programs and instruction.

The Board of Trustees will not fund any program other than those listed above from the proceeds of the education parcel tax. Under no circumstances shall any of the proceeds of the education parcel tax be used for administrators' salaries, benefits or pensions.

A. Amount, Basis, & Collection of Tax

Beginning July 1, 2027 (fiscal year 2027-28), the District shall be authorized to levy an annual qualified special tax at the rate of $239 per parcel on all assessor's parcels, replacing the current parcel tax approved by voters in November 2024. The authorization to levy this qualified special tax shall expire on June 30, 2032. It is intent of the voters that the tax be levied for a period of five years commencing July 1, 2027, unless extended by voters.

This qualified special tax is estimated to raise $2.6 million in annual local funding for District schools. The amount of annual local funding raised by this qualified special tax will vary from year-to-year due to changes in the number of parcels subject to the levy.

If this Measure is approved, the qualified special taxes authorized by voters as "Measure N" in November 2024 shall cease and be replaced with this Measure on the date the qualified special tax authorized by this Measure is first levied.

B. Exemptions

Under procedures adopted by the District, an exemption from payment of the special tax may be granted on any parcel owned by one or more persons who is/are:

1. An individual who will attain 65 years of age prior to May 1 of the tax year and occupying said parcel as his or her principal residence ("Senior Citizen Exemption"); or,

2. Receiving Supplemental Security Income for a disability, regardless of age, and occupying said parcel as his or her principal residence ("SSI Exemption"); or

3. Receiving Social Security Disability Insurance benefits, regardless of age, whose yearly income does not exceed 250 percent of the 2012 federal poverty guidelines issued by the United States Department of Health and

Human Services, and occupying said parcel as his or her principal residence ("SSDI Exemption").

Exemptions may be granted based on a one-time application received by the District no later than May 1 prior to the tax year. Exemptions granted under prior special taxes levied by the District will not require re-approval, subject to the District's right to verify a property owner's continuing qualification for exemption.

The District shall annually provide to the San Mateo County Tax Collector ("County Tax Collector") or other appropriate County official a list of parcels that the District has approved for an exemption.

C. Claims / Exemption Procedures

With respect to all general property tax matters within its jurisdiction, the County Tax Collector or other appropriate County tax official shall make all final determinations of tax exemption or relief for any reason, and that decision shall be final and binding. With respect to matters specific to the levy of the qualified special tax including any exemptions, the application of the qualified special tax to any parcel(s), the legality or validity of the special tax, or any other disputed matter specific to the application of the special tax, the decisions of the District shall be final and binding. The procedures described herein, and any additional procedures established by the Board shall be the exclusive claims procedure for claimants seeking an exemption, refund, reduction, or re-computation of the special tax. Whether any particular claim is to be resolved by the District or by the County shall be determined by the District, in coordination with the County as necessary.

D. Appropriations Limit

Pursuant to California Constitution Article XIIIB and applicable laws, the appropriations limit for the District will be adjusted periodically by the aggregate sum collected by levy of this qualified special tax.

E. Mandatory Accountability Protections

1. *Specific Purposes*. The proceeds of the special tax shall be applied only to the specific purposes identified above. The proceeds of the special tax shall be deposited into a fund, which shall be kept separate and apart from other funds of the District.

2. *Annual Reports.* No later than December 31 of each year while the tax is in effect, the District shall prepare and file with the Board a report detailing the amount of funds collected and expended, and the status of any project authorized to be funded by this Measure. The report may relate to the calendar year, fiscal year, or other appropriate annual period, and may be incorporated into or filed with the annual budget, audit, or other appropriate routine report to the Board.

3. *Independent Citizens' Oversight Committee*. The Board shall provide for the creation of an independent citizens' oversight committee to oversee expenditure of the funds collected pursuant to the Measure to ensure that moneys raised under this Measure are spent only for the purposes described in this Measure. The Board shall provide for the composition, duties, and other necessary information regarding the committee's formation and operation. The Board shall have the option to extend any current

independent citizen oversight committee and its membership to serve as the independent citizen oversight committee for this Measure.

F. Annual Plan

Beginning with expenditures for the 2027-2028 school year, an expenditure plan (the "Proposed Annual Plan") shall be developed annually, on or before June 30, for the succeeding fiscal year by the District staff. The Proposed Annual Plan will recommend expenditures of the tax proceeds that are consistent with the intent of the Measure. The assumptions associated with the recommended expenditures shall be included in the Proposed Annual Plan. The Proposed Annual Plan shall be presented for Board action each fiscal year in conjunction with the District's annual budget adoption process for the subsequent fiscal year. To facilitate public discussion, the Proposed Annual Plan shall be made available for public review.

G. Protection of Funding

Current law forbids any decrease in State or federal funding to the District resulting from the adoption of qualified special tax. However, if any such funding is reduced or affected because of the adoption of this local funding measure, then the Board may reduce the amount of the special taxes levied as necessary in order to restore such State or federal funding and/or maximize the District's fiscal position for the benefit of the educational program. As a result, whether directly or indirectly, no funding from this measure may be taken away by the State or federal governments.

H. Severability

The Board hereby declares, and the voters by approving this Measure concur, that every section and part of this Measure has independent value, and the Board and the voters would have adopted each provision hereof regardless of every other provision hereof. Upon approval of this Measure by the voters, should any part of the Measure be found by a court of competent jurisdiction to be invalid for any reason, all remaining parts of the Measure hereof shall remain in full force and effect to the fullest extent allowed by law.

****** END FULL TEXT ******

EXHIBIT C

FORMAL NOTICE OF SPECIAL TAX ELECTION
[For Use by County Superintendent]

NOTICE IS HEREBY GIVEN to the qualified electors of Cabrillo Unified School District of San Mateo County, California, that in accordance with the provisions of the Education Code and the Government Code of the State of California, an election will be held on November 3, 2026, for the purpose of submitting to the qualified electors of the District the measure summarized as follows:

> With funds that cannot be taken by the State or Federal Government and spent elsewhere, shall Cabrillo Unified School District's measure to support local students by hiring and retaining highly qualified teachers and specialized educators; and expanding career training and college readiness programs, including agriculture, construction, and welding be adopted, replacing the current parcel tax at $239 per parcel for five years (raising $2,600,000 annually) with senior exemptions, no administrator salaries or pensions, and public disclosure of spending?

By execution of this formal Notice of Election the San Mateo County Superintendent of Schools orders consolidation of the election with such other elections as may be held on the same day in the same territory or in territory that is in part the same.

The San Mateo County Superintendent of Schools, by this Notice of Election, has called the election pursuant to a Resolution and Order of the Governing Board of the Cabrillo Unified School District adopted June _, 2026, in accordance with the provisions of Education Code sections 5302, 5325 and 5361.

IN WITNESS WHEREOF, I have hereunto set my hand this day,_____, 2026.

_____
County Superintendent of Schools
San Mateo County, California

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

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

MEMORANDUM

MEETING DATE: June 18, 2026
TO: Members of the Governing Board
FROM: Dr. Ramon Miramontes, Superintendent
James Barnes, Director of Educational Support Services
Andrew Boysen, Principal, Half Moon Bay High School
CATEGORY: Consent/Action
ITEM TITLE: Approval of Representatives to the California Interscholastic Federation League 2026-27

BACKGROUND INFORMATION

The Education Code gives the authority for high school athletics to Governing Boards and requires that the Boards designate their representatives to California Interscholastic Federation (CIF) leagues (Ed. Code 33353(a)(1)).

REPORT/PROPOSAL

Designation/appointment of representatives to the CIF league is required each year. The Half Moon Bay High School representatives to the CIF league for the 2026-27 school year are Principal Andrew Boysen, Assistant Principal Cristian Aguilar, Assistant Principal Lisa Longaker, and Athletic Director Mike Barragan.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Staff now recommends approval of representatives to the California Interscholastic Federation League for the 2026-27 school year.

Prepared by: *Suzanne Pendergast*

TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: RON NOCETTI, EXECUTIVE DIRECTOR

RE: FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO

DATE: LEAGUES March 11, 2026

Enclosed is a form upon which to record your district and/or school representatives to leagues for the **2026-2027 school year**. It is a form sent annually to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by the school district or school governing boards. **It is a legal requirement that league representatives be so designated.**

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We request that, following action by your governing board, you **send the names of league representatives to your CIF Section office**. Obviously, the presumption behind this code section is that only the designated representatives of the boards will vote on issues at the league and section level that impact athletics.
If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p. 18) for the affected schools.

At the State Federated Council level, we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools, and we appreciate the support you give to the program and to CIF.

Please return the enclosed form no later than June 26, 2026, directly to your CIF Section Office.

2026-2027 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE no later than June 26, 2026.**

Cabrillo Unified School District/Governing Board at its 06/18/2026 meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2026-2027 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Half Moon Bay High School
NAME OF REPRESENTATIVE Andrew Boysen POSITION Principal
ADDRESS 1 Lewis Foster Dr. CITY Half Moon Bay ZIP 94019
PHONE 650-712-7200 FAX E-MAIL boysena@cabrillo.k12.ca.us

****

NAME OF SCHOOL Half Moon Bay High School
NAME OF REPRESENTATIVE Michael Barragan POSITION Athletic Director
ADDRESS 1 Lewis Foster Dr. CITY Half Moon Bay ZIP 94019
PHONE 650-712-7200 FAX E-MAIL barraganm@cabrillo.k12.ca.us

****

NAME OF SCHOOL Half Moon Bay High School
NAME OF REPRESENTATIVE Lisa Longaker POSITION Assistant Principal
ADDRESS 1 Lewis Foster Dr. CITY Half Moon Bay ZIP 94019
PHONE 650-712-7200 FAX E-MAIL longakerl@cabrillo.k12.ca.us

****

NAME OF SCHOOL
NAME OF REPRESENTATIVE POSITION
ADDRESS CITY ZIP
PHONE FAX E-MAIL

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Dr. Ramon Miramontes Signature

Address 498 Kelly Avenue City Half Moon BAy Zip 94019

Phone 640-712-7100 Fax

PLEASE **RETURN** THIS FORM DIRECTLY TO THE **CIF** SECTION OFFICE

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

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

MEMORANDUM

MEETING DATE: June 18, 2026
TO: Members of the Governing Board
FROM: Israel Castillo, Ed. M., Chief Academic Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Agreement with Legacy Mastery Academy for Professional Development Services for the 2026-27 School Year

BACKGROUND INFORMATION

As part of Cabrillo Unified School District's ongoing commitment to strengthening student achievement, social-emotional well-being, and positive school culture, district administration has collaborated with middle school and high school site leaders to identify professional learning priorities for the 2026–27 school year. This process was informed by staff feedback gathered through site leadership discussions and the district's educational partner engagement process, as well as an analysis of school climate data, student support needs, and California Dashboard indicators.

Several priority areas consistently emerged through this process, including the need for trauma-informed instructional practices, practical strategies for supporting at-risk and struggling students, development of a growth mindset and positive school culture, and the strengthening of relationships among students, staff, and families. These priorities are directly aligned with the district's 2026/2027 Local Control and Accountability Plan (LCAP) goals and the district's commitment to providing increased and improved services for English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

To address these identified needs, district administration is recommending a professional development partnership with Legacy Mastery Academy, an educational organization specializing in relationship-centered instructional practices, student mindset development, and staff professional learning. The proposed services will be delivered across the district's three district Lead designated professional development days during the 2026–2027 school year: August 10, 2026, October 19, 2026, and January 5, 2027.

Professional Development Description

The program is designed as a comprehensive professional development model organized into three integrated components that support the full educational community, including certificated staff, students, and families. The Teacher and Staff Professional Development Series focus on equipping educators with research-based, practical strategies to strengthen student engagement, foster positive relationships, implement trauma-informed practices, and build inclusive, high-performing school cultures. The Student Mindset and Leadership Seminars are designed to develop student leadership, resilience, academic motivation, and social-emotional skills, with an emphasis on strengthening student connectedness and personal responsibility. The Family Engagement Series aims to strengthen the home-school partnership by providing families with tools and strategies to support student learning, well-being, and success, while also improving communication, access, and culturally responsive engagement practices across the school community.

FISCAL ANALYSIS

There is no impact to the general fund, we will be using (Discretionary Block Grant). The total amount for this Professional Development Series is $96,250.00

RECOMMENDATION

Approve as submitted.

Prepared by: *Josefina Infanzon*

MEMORANDUM OF UNDERSTANDING

BETWEEN

CABRILLO UNIFIED SCHOOL DISTRICT 498 Kelly Avenue Half Moon Bay, California 94019

AND

LEGACY MASTERY ACADEMY 13213 Graystone Avenue Norwalk, California 90650

Effective Date: July 1, 2026 Term: July 1, 2026 – June 30, 2027

I. PURPOSE

This Memorandum of Understanding ("MOU") establishes a partnership between Cabrillo Unified School District ("District") and Legacy Mastery Academy ("LMA") to provide professional development, student mindset and leadership seminars, parent engagement workshops, and implementation support services designed to improve student outcomes, school culture, attendance, engagement, and family partnerships.

II. SCOPE OF SERVICES

Legacy Mastery Academy shall provide the following services:

A. Staff Professional Development

1. Mindset Mastery Professional Development Session #1 • Full-Day Training (8:00 a.m. – 4:00 p.m.)
2. Mindset Mastery Professional Development Session #2 • Full-Day Training (8:00 a.m. – 4:00 p.m.)
3. Mindset Mastery Professional Development Session #3 • Full-Day Training (8:00 a.m. – 4:00 p.m.)

Professional development topics may include: • Growth Mindset • Student Engagement • Relationship-Centered Practices • School Culture and Climate • Motivation and Resilience • Student Success Strategies • Trauma-Informed Practices • Social-Emotional Learning Integration

B. Student Services

1. Three (3) Full-Day Mindset Mastery Student Seminars • Designed for 6th, 7th, and 8th grade students
2. Six (6) Half-Day Mindset Mastery Student Seminars • Conducted from 8:00 a.m. – 12:00 p.m. • Designed for 6th, 7th, and 8th grade students

Student seminar topics may include: • Goal Setting • Leadership Development • Academic Success Strategies • Resilience and Perseverance • Positive Decision-Making • College and Career Readiness • Growth Mindset • School Connectedness • Character Development

C. Parent Engagement Services

1. Four (4) Parent Mindset Mastery Seminars • Conducted from 5:00 p.m. – 7:00 p.m.
2. One (1) Parent Meet & Greet Event • Three-hour family engagement session

Parent seminar topics may include:

• Supporting Student Success at Home

• Parent-Student Communication

• Attendance and Academic Success

• College and Career Awareness

• Social-Emotional Learning

• Building Positive Family Relationships

D. Follow-Up Coaching and Support

1. Six (6) Complimentary Virtual Check-In Sessions

• Approximately twenty (20) minutes each
• Conducted virtually
• Focused on implementation support and sustainability planning

III. RESPONSIBILITIES OF LEGACY MASTERY ACADEMY

Legacy Mastery Academy shall:

A. Provide qualified facilitators and presenters.

B. Deliver services in a professional and timely manner.

C. Coordinate scheduling with designated District personnel.

D. Provide materials and resources necessary for service delivery.

E. Maintain all licenses, permits, and insurance required by law.

F. Comply with all applicable federal, state, and local laws.

IV. RESPONSIBILITIES OF CABRILLO UNIFIED SCHOOL DISTRICT

The District shall:

A. Provide facilities, meeting space, and equipment necessary for program delivery.

B. Coordinate participant attendance and communication.

C. Designate a District representative to serve as liaison.

D. Provide reasonable access to staff, students, and families.

E. Process payments pursuant to District policies and procedures.

V. COMPENSATION

The District agrees to compensate Legacy Mastery Academy as follows:

Professional Development Services • Three (3) Full-Day Staff Professional Development Sessions: $27,000

Student Services • Three (3) Full-Day Student Seminars: $27,000 • Six (6) Half-Day Student Seminars: $27,000

Parent Engagement Services • Four (4) Parent Seminars: $4,000 • One (1) Parent Meet & Greet Event: $2,500

Complimentary Services • Six (6) Virtual Check-In Sessions: No Cost

Subtotal: $87,500.00 Sales Tax: $8,750.00

TOTAL CONTRACT AMOUNT: $96,250.00

The District shall remit payment within thirty (30) days following receipt of a valid invoice and acceptance of services.

VI. TERM AND TERMINATION

This MOU shall commence on July 1, 2026 and remain in effect through June 30, 2027 unless terminated earlier.

Either party may terminate this MOU upon thirty (30) calendar days written notice to the other party.

Either party may terminate this MOU immediately for material breach if such breach remains uncured after written notice and a reasonable opportunity to cure.

VII. DISPUTE RESOLUTION

The parties shall first attempt to resolve any dispute through informal discussions between authorized representatives.

If a dispute cannot be resolved within thirty (30) days, the parties agree to participate in non-binding mediation before a mutually agreed-upon mediator located within the State of California.

Costs of mediation shall be shared equally by the parties.

If mediation is unsuccessful, either party may pursue remedies available under applicable law in a court of competent jurisdiction located in San Mateo County, California.

The parties shall continue performance of their obligations under this MOU during the dispute resolution process whenever reasonably possible.

VIII. INDEPENDENT CONTRACTOR

Legacy Mastery Academy is an independent contractor and is not an employee, partner, joint venturer, or agent of the District.

Legacy Mastery Academy shall have sole responsibility for compensation, payroll taxes, benefits, and personnel matters relating to its employees and contractors.

IX. INSURANCE AND INDEMNIFICATION

Legacy Mastery Academy shall maintain insurance coverage customary for educational consulting and professional development services, including:

• Professional Liability Insurance, if applicable

Upon request, Legacy Mastery Academy shall provide certificates of insurance to the District.

Each party agrees to indemnify and hold harmless the other party from claims, damages, liabilities, and expenses arising from its own negligent acts, omissions, or willful misconduct.

X. LIMITATION OF LIABILITY

To the fullest extent permitted by law, neither party shall be liable for indirect, incidental, special, consequential, or punitive damages arising out of this MOU.

Legacy Mastery Academy does not guarantee specific academic, behavioral, attendance, disciplinary, or organizational outcomes resulting from participation in its programs or services.

XI. STUDENT PRIVACY AND CONFIDENTIALITY (FERPA COMPLIANCE)

The parties agree to comply with the Family Educational Rights and Privacy Act (FERPA), applicable California student privacy laws, and all related regulations.

Legacy Mastery Academy shall:

A. Maintain confidentiality of student information.

B. Use student information solely for purposes related to services provided under this MOU.

C. Refrain from disclosing confidential student information except as authorized by the District or required by law.

D. Implement reasonable safeguards to protect confidential information.

E. Notify the District promptly of any unauthorized disclosure or data breach.

Upon completion or termination of services, Legacy Mastery Academy shall return or securely destroy confidential student information as required by law.

XII. BACKGROUND CHECKS AND FINGERPRINTING

To the extent required by California Education Code Sections 45125.1 and 45125.2, Legacy Mastery Academy shall certify compliance with applicable criminal background check and fingerprinting requirements for employees who may have contact with students.

The District may require written certification of such compliance before services begin.

XIII. FORCE MAJEURE

Neither party shall be liable for delays or failure to perform caused by events beyond its reasonable control, including acts of God, natural disasters, government actions, labor disputes, pandemics, public health emergencies, or other unforeseen events.

The affected party shall provide prompt notice and make reasonable efforts to resume performance.

XIV. GOVERNING LAW

This MOU shall be governed by and construed in accordance with the laws of the State of California.

XV. NON-DISCRIMINATION

Both parties shall comply with all applicable federal, state, and local laws prohibiting discrimination, harassment, and retaliation.

Neither party shall discriminate on the basis of race, color, national origin, ancestry, religion, sex, gender identity, sexual orientation, age, disability, veteran status, or any other protected classification.

XVI. ENTIRE AGREEMENT

This MOU constitutes the entire agreement between the parties and supersedes all prior discussions, negotiations, and understandings regarding the subject matter herein.

Any amendment to this MOU must be in writing and signed by authorized representatives of both parties.

XVII. NOTICES

All notices required under this MOU shall be provided in writing and delivered by personal delivery, certified mail, or electronic mail to the designated representatives of each party.

For Cabrillo Unified School District: Superintendent or Designee 498 Kelly Avenue Half Moon Bay, CA 94019

For Legacy Mastery Academy: Jose Hernandez, Executive Director

13213 Graystone Avenue Norwalk, CA 90650 info@legacymasteryacademy.org

XVIII. AUTHORIZED SIGNATURES

CABRILLO UNIFIED SCHOOL DISTRICT

Name:

Title:

Date:

Signature:

Name:

Title:

Date:

Signature:

LEGACY MASTERY ACADEMY

Name: Jose Hernandez

Title: Executive Director

Date: June 7, 2026

Signature:

13213 Graystone Ave.
Norwalk, CA 90650

info@legacymasteryacademy.org
www.legacymasteryacademy.org
1-310-957-0764
EIN: 38-4097212

LEGACY MASTERY ACADEMY

MINDSET MASTERY PROFESSIONAL DEVELOPMENT SERIES

Cabrillo Unified School District
498 Kelly Ave,
Half Moon Bay, CA 94019

Vendor Number:
Purchase Order Number:
Quote Number: 1130
Date: 05/11/2026

Item Description	Unit Price	Quantity	Discount	Total
Mindset Mastery: Full Day Staff PD #1 8 am - 4 pm	$9,000.00	1	$0.00	$9,000.00
Mindset Mastery: Full Day Staff PD #2 8 am - 4 pm	$9,000.00	1	$0.00	$9,000.00
Mindset Mastery: Full Day Staff PD #3 8 am - 4 pm	$9,000.00	1	$0.00	$9,000.00
Mindset Mastery Student Seminars Full Day 6th , 7th, and 8th Grade	$9,000.00	3	$0.00	$27,000.00
Mindset Mastery Student Seminars Half Day: 8 am - 12 pm 6th , 7th, and 8th grade	$4,500.00	6	$0.00	$27,000.00
Student Seminar: Parent Meet & Greet (3 hours) 6th , 7th, and 8th grade	$2,500.00	1	$0.00	$2,500.00
Mindset Mastery Parent Seminar: 5 pm - 7 pm 6th , 7th, and 8th grade	$1,000.00	4	$0.00	$4,000.00
20 Minute Complimentary Virtual Check-ins	$0.00	6	$0.00	$0.00

Sub Total:	**$87,500.00**
Sales Tax	**$8,750.00**
Savings	**$0.00**
GRAND TOTAL	

Please contact us if you have any questions.
info@legacymasteryacademy.org or give us a call at 310-957-0764.

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Dr. Ramon Miramontes

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

MEMORANDUM

MEETING DATE: June 18, 2026
TO: Members of the Governing Board
FROM: Israel Castillo, Ed. M., Chief Academic Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of CareerLaunchPath Agreement for 2026-27 school year

BACKGROUND INFORMATION

Cabrillo Unified School District is seeking approval to renew its partnership with CareerLaunchPath for the 2026–2027 fiscal year. This agreement continues the district's work with CareerLaunchPath to support grant development, career-connected learning, facilities alignment, and broader systems-building efforts that advance district priorities and student opportunities.

During the 2025–2026 school year, the partnership provided targeted support to district leadership, including assistance connected to a $1.5 million facilities grant and ongoing efforts to strengthen career pathway systems. The renewal maintains continuity of these services while transitioning to a direct contracting relationship with CareerLaunchPath, now that the organization is fully established as a nonprofit entity.

CareerLaunchPath's mission focuses on building, launching, and placing students into career training pathways that connect education directly to workforce opportunities. The organization supports districts in developing sustainable career programs, expanding employer partnerships, and aligning systems that prepare students for postsecondary success.

The 2026–2027 scope of work includes continued support in grant strategy and development, career pathway system design, facilities and program alignment, partnership development, implementation support, and sustainability planning. This work is designed to strengthen Cabrillo's ability to connect resources, programs, and student outcomes through coordinated districtwide systems.

The proposed renewal allows Cabrillo to continue receiving strategic support without interruption as the agreement shifts from the Educators Cooperative contracting structure to a direct agreement with CareerLaunchPath. During the 2025–2026 school year, the partnership provided targeted support to district leadership, including assistance connected to a $1.5 million facilities grant and ongoing efforts to strengthen career pathway systems. The renewal maintains continuity of these services while transitioning to a direct contracting relationship with CareerLaunchPath, now that the organization is fully established as a nonprofit entity.

FISCAL ANALYSIS

The total project cost will not exceed $125,000, to be paid with the Career Technical Education (CTE) Program Grant.

RECOMMENDATION

Approve as submitted.

Prepared by: *Josefina Infanzon*

Cabrillo Unified School District and CareerLaunchPath

2026–2027 Partnership Renewal

CareerLaunchPath | June 2026

Recommended Action

It is recommended that the Cabrillo Unified School District Board approve a 2026–2027 service agreement with CareerLaunchPath in the amount of $125,000 for the period of July 1, 2026 through June 30, 2027. This agreement would continue the district's current partnership support at the same annual funding level while transitioning the contract directly to CareerLaunchPath, now that the nonprofit organization is fully established and able to contract directly with the district.

Executive Summary

Cabrillo Unified School District has benefited from dedicated partnership support during the 2025–2026 school year through work led by Margaret LLamas in collaboration with district leadership. The proposed 2026–2027 renewal maintains continuity of this work while preserving momentum around grant development, career-connected learning, facilities planning, and systems-building initiatives that support Cabrillo students and district priorities.

CareerLaunchPath's public mission centers on helping schools and communities build career training programs, launch them with real students, and ensure graduates are placed into jobs. The organization's model, described as Build, Launch, Place, aligns closely with Cabrillo's need for practical, student-centered pathway development and external partnership support.

> *CareerLaunchPath helps schools and communities "build career training programs, launch them with real students, and ensure graduates are placed into jobs."*

The proposed renewal allows Cabrillo to continue receiving strategic support without interruption as the agreement shifts from the prior contracting structure to a direct agreement with CareerLaunchPath.

Proposed Contract Overview

Item	Proposed 2026–2027 Agreement
Contracting Entity	CareerLaunchPath
District	Cabrillo Unified School District
Agreement Term	July 1, 2026 – June 30, 2027
Proposed Amount	$125,000
Purpose	Continue strategic support for grant development, career pathway implementation, facilities-related initiatives, and systems-building work.
Service Continuity	No interruption in current support.
Board Action Requested	Approval of the 2026–2027 agreement.

Rationale for Renewal

The recommended renewal is intended to preserve continuity and protect the investment Cabrillo has already made in strengthening systems that connect students, programs, facilities, and external funding opportunities. During the current year, the partnership has already demonstrated significant value, including support connected to a $1.5 million facilities grant. Continued support will allow the district to build on this progress rather than restart or pause work that is already underway.

The renewal also provides Cabrillo with continued access to specialized support in areas that often require dedicated capacity beyond the regular scope of district staff. These areas include identifying and pursuing funding opportunities, aligning career pathway priorities with facilities and program planning, coordinating cross-sector partnerships, and helping move ideas from concept to implementation.

Anticipated 2026–2027 Scope of Support

The 2026–2027 agreement would allow CareerLaunchPath to continue providing practical, high-value support in the following areas. The scope may be refined by district leadership to align with Cabrillo's board priorities, operational needs, and budget expectations.

Area of Support	Anticipated Value to Cabrillo USD
Grant Strategy and Development	Identify, prepare, and support competitive funding opportunities that advance district priorities.
Career Pathway Systems	Strengthen career-connected learning structures that help students move from school into postsecondary and workforce opportunities.
Facilities and Program Alignment	Support planning that connects facilities investments to career pathway implementation and long-term student outcomes.
Partnership Development	Help cultivate relationships with employers, community partners, and education partners that expand opportunities for students.
Implementation Support	Provide hands-on coordination to help move initiatives from planning into action.
Sustainability Planning	Support systems and documentation that make successful initiatives easier to sustain over time.

Strategic Alignment

CareerLaunchPath's approach is built around the concept of end-to-end career pathways, with an emphasis on building systems, launching pilots, focusing on job placement, and connecting education directly to employer demand. This approach is well aligned with Cabrillo's interest in creating more durable pathways for students and leveraging outside funding, partnerships, and implementation support to expand student opportunity.

The partnership is not limited to planning or consulting in isolation. Its value is in helping Cabrillo advance work that can be implemented, funded, scaled, and connected to outcomes for students. The renewal at $125,000 allows the district to maintain this support during the 2026–2027 school year while continuing to evaluate needs, priorities, and future opportunities.

Return on Investment

The current year's work has already demonstrated meaningful return through the successful support of a $1.5 million facilities grant. While no future grant award can be guaranteed, continued partnership support increases Cabrillo's capacity to identify opportunities, prepare competitive applications, and align funding strategies with district priorities.

Investment Consideration	District Impact
Continuation at current funding level	Maintains support without increasing the immediate board approval request.
Direct agreement with CareerLaunchPath	Simplifies the contracting relationship now that CareerLaunchPath is established as a nonprofit.
Prior grant success	Demonstrates practical value and capacity for high-impact funding support.
Continued systems work	Helps ensure that funded initiatives are connected to implementation and student outcomes.
Career pathway focus	Supports long-term alignment between education, facilities, workforce needs, and student opportunity.

Reference

CareerLaunchPath Website: https://www.clpgo.org/

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
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Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 18, 2026
TO: Members of the Governing Board
FROM: Israel Castillo, Ed. M., Chief Academic Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Distribution/Disposal of Obsolete Curriculum at Elementary Schools

BACKGROUND INFORMATION

Board Policy 3270 recognizes that the school district may own personal property that is unusable, obsolete, or no longer needed by the district. This policy allows for the sale or disposal of district property in accordance with the Board Policy and the requirements of California State Law.

REPORT/PROPOSAL

Due to the adoption of the new Innovamat Learning elementary mathematics program for the 2026–27 school year, all elementary schools have completed an inventory of their Bridges Mathematics materials from The Math Learning Center. The materials listed below have been consolidated and identified as obsolete instructional resources and are recommended for disposal:

Grade Level	DISTRICTWIDE		
	Teacher Material QTY	Student Material QTY	Manipulatives # Boxes
TK	6 sets	0	4
K	9 sets	0	7
1st	6 sets	80 cs	2
2nd	16 sets	76 cs	2
3rd	8 sets	54 cs	42
4th	5 sets	51 cs	44
5th	7 sets	53 cs	50

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Staff recommends approval of the distribution/disposal of the obsolete curriculum materials listed within the above table.

Prepared by: *Josefina Infanzon*

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
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MEMORANDUM

MEETING DATE: June 18, 2026
TO: Members of the Governing Board
FROM: Dr. Ramon Miramontes, Superintendent
CATEGORY: Action
ITEM TITLE: Approval of Renewal of the Director of Student Services Job Description

BACKGROUND INFORMATION

Cabrillo Unified School District has prioritized the delivery of family-focused and student-centered initiatives, including leadership and training of staff in Multi-Tiered Systems of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS), counseling services, dual enrollment in college-level classes offered through College of San Mateo and San Mateo Community College District, alternative education and independent study opportunities for students choosing those paths to school participation and high school completion. In addition, chronic absentees will be the priority for this position, ensuring that students attend school regularly. With the increased need for dedicated staff to lead these efforts, it has become apparent that current staffing configurations do not allow for the dedicated time and energy required of leading all of this work. The creation of this renewal management position allows for increased capacity and oversight of these initiatives while also providing increased levels of support for student services functions.

FISCAL ANALYSIS

There is no impact to the General Fund. The position is fully funded through grant resources and LCFF.

RECOMMENDATION

Staff now recommends renewal of this job description to help the district build the capacity to lead dedicated efforts in student services management required of district initiatives aimed at improving school climate and student outcomes.

Prepared by: *Suzanne Pendergast*

CABRILLO UNIFIED SCHOOL DISTRICT
CLASS TITLE: Director of Student Services

PRIMARY FUNCTION:
The Director of Student Services provides leadership and oversight for districtwide pupil services programs and initiatives that support student success, well-being, engagement, and equitable access to educational opportunities. The Director leads efforts to improve the delivery of family-focused and student-centered services by coordinating programs related to student discipline, attendance, enrollment, school climate, student support systems, and alternative education pathways. The position collaborates with administrators, staff, families, community agencies, and educational partners to ensure compliance with state and federal regulations while promoting positive outcomes for all students.

DIRECTLY RESPONSIBLE TO:
Superintendent or designee

QUALIFICATIONS:

- Possession of a valid California Administrative Services Credential
- Master's Degree from an accredited college or university
- Successful experience as a site administrator and/or district administrator
- Experience in student services, counseling, attendance, discipline, school climate, or related educational programs
- Demonstrated knowledge of California Education Code, Title IX, Uniform Complaint Procedures, and student services regulations
- Experience leading and supervising staff and programs
- Strong communication, collaboration, organizational, and leadership skills
- Experience working with students and families from diverse racial, cultural, linguistic, and socioeconomic backgrounds
- Demonstrated commitment to educational equity and student success
- Possession of a valid California driver's license

Preferred Qualifications:

- Experience at both site and district leadership levels
- Experience overseeing student discipline, attendance, and alternative education programs
- Experience coordinating MTSS, PBIS, restorative practices, and student wellness initiatives
- Bilingual (Spanish/English) preferred

REPRESENTATIVE DUTIES:

Student Services Leadership

- Provides leadership and oversight for districtwide student services programs and initiatives.
- Facilitates online registration processes and coordinates training for staff and families regarding enrollment systems and procedures.
- Leads the planning, implementation, and monitoring of positive school climate and school safety initiatives.
- Serves as liaison to school sites regarding student discipline, investigations, restorative practices, and student support systems.
- Develops and provides training for administrators and staff regarding best practices in discipline, counseling, attendance improvement, and restorative practices.
- Oversees student discipline processes, including expulsion recommendations and presentations to the CUSD Governance Team.

DRAFT

- Oversees receipt, investigation, and resolution of Uniform Complaint Procedure and Title IX complaints.
- Directs district attendance improvement efforts, including Student Attendance Review Teams (SART), Student Attendance Review Board (SARB), and related interventions.
- Oversees student placements, transfers, and alternative education options as appropriate.
- Ensures accurate student services reporting, data collection, analysis, and presentations.

Program Coordination and Compliance

- Serves as district liaison to Independent Study, La Costa Adult School, and Pilarcitos High School programs.
- Serves as district liaison with the San Mateo County Community College District regarding CCAP, CTE, dual enrollment, and college and career readiness initiatives.
- Coordinates with Curriculum and Instruction and Educational Support Services departments to support implementation of MTSS, PBIS, School Linked Services, and other student-centered initiatives.

- Coordinates district support and compliance activities related to WASC accreditation processes.
- Collaborates with counselors, psychologists, health personnel, administrators, and community agencies to ensure coordinated student support services.
- Interprets and applies state and federal laws, regulations, and district policies related to student services.
- Develops, implements, and evaluates policies, procedures, and programs supporting student success and well-being.

Communication and Collaboration

- Establishes and maintains collaborative relationships with students, families, staff, community organizations, and public agencies.
- Prepares and presents reports, recommendations, and updates to district leadership, the Governing Board, and community stakeholders.
- Responds to inquiries and concerns regarding student services programs and district procedures.
- Maintains confidentiality regarding students, families, personnel, and district matters.
- Performs other related duties as assigned.

OTHER DUTIES:

- Attends Governing Board meetings, community meetings, and professional conferences as required.
- Participates in district committees, leadership teams, and strategic planning efforts.
- Assists with district initiatives related to student support, school climate, attendance, and educational equity.
- Performs other duties as assigned.

KNOWLEDGE OF:

- Federal, state, and local laws, regulations, and policies related to student services
- California Education Code, Title IX requirements, and Uniform Complaint Procedures
- Student discipline, attendance improvement strategies, and restorative practices
- MTSS, PBIS, student wellness, and intervention systems
- Principles and practices of educational leadership, supervision, and program evaluation
- Data analysis, reporting systems, and student information systems
- Effective communication, public relations, and community engagement practices
- Microsoft Office and Google Workspace applications

DRAFT

ABILITY TO:

- Provide effective leadership and direction for districtwide student services programs
- Develop and implement policies, procedures, and strategic initiatives
- Interpret and ensure compliance with complex laws, regulations, and policies
- Analyze data and prepare comprehensive reports and presentations
- Establish and maintain effective working relationships with diverse stakeholder groups
- Communicate effectively in oral and written form
- Facilitate professional learning and staff development programs
- Exercise sound judgment, discretion, and confidentiality
- Manage multiple priorities and meet deadlines
- Work effectively as a member of a district leadership team

PHYSICAL ABILITIES:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this position

Pending Board Adopted Date: 6/18/2026

DRAFT

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

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

MEMORANDUM

MEETING DATE: June 18, 2026
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Consent/Information
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 CUSD enrollment and is provided for informational purposes only.

2025-26 Enrollment Report Period 11.

FISCAL ANALYSIS

Enrollment data is entered into the LCFF calculator for funding purposes.

RECOMMENDATION

Receive the CUSD Enrollment Report as submitted.

Prepared by: *Holly Lynne*

CABRILLO UNIFIED SCHOOL DISTRICT									
2025-26 SCHOOL YEAR									
ENROLLMENT REPORT									
School Month No. 11								Date:	6/4/2026
Grade	El Granada	Farallone View	Hatch	Kings Mountain	Cunha	Half Moon Bay High	Pilarcitos	Home & Independent Study	TOTALS
TK	39	29	55	4	-	-	-	0	127
K	48	35	83	2	-	-	-	0	168
1	46	20	68	7	-	-	-	0	141
2	55	28	87	7	-	-	-	0	177
3	52	26	93	8	-	-	-	0	179
4	40	26	78	10	-	-	-	0	154
5	52	32	78	2	-	-	-	0	164
6	-	-	-	-	146	-	-	0	146
7	-	-	-	-	178	-	-	1	179
8	-	-	-	-	162	-	-	0	162
9	-	-	-	-	-	193	0	1	194
10	-	-	-	-	-	211	3	2	216
11	-	-	-	-	-	187	19	4	210
12	-	-	-	-	-	237	15	11	263
TOTAL ENROLLMENT	332	196	542	40	486	828	37	19	2480
PRIOR YEAR COMPARISON									
Total Enrollment as of 06/05/25	326	173	548	48	517	873	37	25	2547
Difference between 06/05/25 Total Enrollment and 06/04/26 Total Enrollment	6	23	-6	-8	-31	-45	0	-6	-67
PRIOR MONTH COMPARISON									
Total Enrollment as of 05/29/26	332	196	542	41	487	828	37	19	2482
Difference between 05/29/26 Total Enrollment and 06/04/26 Total Enrollment	0	0	0	-1	-1	0	0	0	-2

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

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

MEMORANDUM

MEETING DATE: June 18, 2026
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Agreement for Consulting Services with Total School Solutions Consulting Group

BACKGROUND INFORMATION

The District requires specialized support in business services, fiscal management, facilities planning, and bond program administration. School Consulting Group (SCG) provides expertise in school district administration, strategic planning, fiscal services, operational support, facilities management, bond program planning and implementation, and budget development.

REPORT/PROPOSAL

Consulting Services may include fiscal services, human resources, facilities planning, bond program management and implementation, maintenance and operations, transportation, student nutrition, purchasing, mentoring and coaching of department leaders and staff, and budget development and planning, as directed by the Superintendent and Chief Business Officer.

Bond-related consulting services may include bond program planning, project implementation support, facilities program coordination, financial oversight, reporting, and other activities necessary to support the district's bond-funded capital improvement program.

FISCAL ANALYSIS

The agreement provides for consulting services at hourly rates of $300 for lead/senior-level consultants and $275 for other consultants, plus approved expenses. Total expenditures under the agreement shall not exceed $50,000 during Fiscal Year 2026-27 without prior written approval by the Superintendent or Chief Business Officer.

Costs associated with general business and fiscal consulting services will be charged to the appropriate District operating funds. Costs associated with bond program planning, implementation, oversight, and related bond-funded activities will be charged to the district's bond program funds, as permitted by law and applicable bond expenditure requirements.

RECOMMENDATION

Staff recommends that the Governing Board approve the Agreement for Consulting Services between Cabrillo Unified School District and Total School Solutions Consulting Group for Fiscal Year 2026-27.

Prepared by: *Holly Lynne*

Consultant Services Agreement

This Consultant Services Agreement ("Agreement") is entered into as of this ____ day of June, 2026, by and between the following parties:

District: Cabrillo Unified School District

Consultant: School Consulting Group (Consultant)
Lead Consultant to the District: Brett W. McFadden

Scope of Service

The Consultant shall provide a range of services focusing on general business, administrative, strategic planning, and operational functions of the District. These services shall include, but not be limited to, annual budget development and planning, fiscal services, human resources, facilities, bond program management, maintenance and operations, transportation, student nutrition, purchasing, mentoring and coaching department leaders and staff, and other areas as requested. The provision and execution of such services shall be at the request and under the direction of the Superintendent and Chief Business Officer.

Terms of Agreement

The term of this Agreement shall commence on July 1, 2026, and shall terminate on June 30, 2027. The contract may be extended by mutual written or verbal agreement at the Cabrillo Unified School District's discretion.

Independent Contractor Status.

Consultant is an independent contractor, not an employee of the Cabrillo Unified School District. The consultant retains full control over the means and methods of performing the services. The Consultant shall be solely responsible for all taxes, withholdings, and insurance, including but not limited to workers' compensation and liability insurance.

Compensation.

Cabrillo Unified School District agrees to pay Consultant for services rendered pursuant to this Agreement:

An hourly rate of $300 for lead/senior-level consultants
An hourly rate of $275 for other consultants

Any out-of-pocket expenses including mileage, lodging and meals if travel is requested. Out-of-pocket expenses will be billed at the actual cost plus 10%.

Total annual amount paid under the Agreement will not exceed $50,000.00 without prior written approval by either the Superintendent or Chief Business Officer.

Termination

By Consultant: Consultant may, upon thirty (30) days written notice, with or without cause, terminate this Agreement. Upon termination, District shall only be obligated to compensate Consultant for services rendered and hours worked to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District.

By District: District may, upon thirty (30) days written notice, with or without cause, terminate this Agreement. Upon termination, District shall only be obligated to compensate Consultan

percentage (progress billing) of services rendered (hours worked if an hourly contract), and any expenses incurred, to the date of the termination. Written notice by District shall be sufficient to stop further performance of services by Consultant.

Consultant shall be relieved of the obligation to perform, and District shall not recover any damages, in the event that Consultant is prevented from performing by act of God or nature, fire, union strike, lockout, or seizure of materials, products, plants, facilities, or other such condition, upon satisfactory evidence being presented to District.

Indemnification

Consultant shall indemnify and hold harmless the District, their agents, representatives, officers, consultants, employees, trustees, governing board, and volunteers from any and all demands, losses, liabilities, claims, suits, and actions of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, and consultants' and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, permitted, or suffered to be done by the Consultant in conjunction with this Agreement, unless the claims are caused by the gross negligence or willful misconduct of parties wholly unconnected to the Consultant.

The District shall indemnify and hold harmless the Consultant, its officers and employees from any and all demands, losses, liabilities, claims, suits, and actions arising from the gross negligence or willful misconduct of the District, its agents, representatives, officers, consultants, employees, trustees, governing board, and volunteers.

Insurance

The Consultant shall procure and maintain insurance at all times during the term of this agreement.

Notice

Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

CABRILLO UNIFIED SCHOOL DISTRICT
498 Kelly Avenue
Half Moon Bay, CA 94019
ATTN: Dr. Ramon Miramontes, Superintendent

Consultant
School Consulting Group, LLC
10 Islands Lane
Beaufort, SC 29902
ATTN: Joseph Pandolfo, Ed.D., CEO.

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Signatures

Cabrillo Unified School District

By: Dr. Ramon Miramontes

_____

Title: Superintendent

Dated: _____

School Consultants Group

By: Joseph Pandolfo

_____

Title: President and CEO

Dated: May 30, 2026

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Dr. Ramon Miramontes

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

MEMORANDUM

MEETING DATE: June 18, 2026
TO: Members of the Governing Board
FROM: Dr. Ramon Miramontes, 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 fourth 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 receive and approve the fourth 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: 06/18/2026

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: 06/19/2026

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

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SUPERINTENDENT
Dr. Ramon Miramontes

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MEMORANDUM

MEETING DATE: June 18, 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 5141.75**:** Weather Safety
2. Policy 5142: Safety
3. Policy 7110: Facilities Master Plan

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
June 18, 2026

Note: This guidesheet provides a brief summary of the policy revisions for this update.

Board Policy 5141.75 - Weather Safety

New policy addresses safety related to various forms of inclement weather, and reflects requirement for districts to, by July 1, 2026, develop, adopt, and implement weather protocols for extreme weather conditions. Additionally, policy reflects CDE's "Senate Bill 1248: Extreme Weather Guidelines," and incorporates content from former Board Policy 5141.7 - Sun Safety.

Board Policy 5142 - Safety

Policy updated to add to the Governing Board's philosophical statement that the Board recognizes the importance of student engagement and safe use of technology to a safe school environment. Additionally, policy updated to reflect **NEW LAW (SB 848, 2025)** which mandates districts to, by July 1, 2026, adopt written (1) policies that promote safe environments for student learning and engagement, with specified components related to professional boundaries, and (2) policies, plans, or specifications regarding school facilities that address classroom and nonclassroom environments to promote safe environments for learning and engagement that are easily supervised.

Board Policy 7110 - Facilities Master Plan

Policy updated to clarify in the Governing Board's philosophical statement that long-range planning is important for carrying out the district's vision, mission, and goals. Additionally, policy updated to reflect **NEW LAW (SB 848, 2025)** which requires the Board to, by July 1, 2026, adopt written policies, plans or specifications for the design and construction of facilities, including furnishing of such facilities, that promote safe environments for learning and engagement.

Policy 5141.75: Weather Safety

Status: NEW
DRAFT

Original Adopted Date: TBD | **Last Revised Date:** TBD | **Last Reviewed Date:** TBD

The Governing Board recognizes that extreme weather may pose significant risks to the health and safety of students participating in physical activities during extreme weather conditions, including students who are at higher risk of health impacts from extreme weather. The Board desires to protect students from such risks. Additionally, because children are particularly vulnerable to the effects of overexposure to ultraviolet (UV) radiation from the sun and artificial sources, the Board desires to support the prevention of harmful effects of excessive UV radiation exposure by students and to assist students in developing sun-safe habits to use throughout their lives.

Extreme weather conditions means occurrences of unusually severe weather conditions, including, but not limited to, periods of extreme heat, excessive precipitation, and floods, that may pose significant harm to students. (Education Code 33355)

Physical activity means physical education classes, sports, and athletic practices and games sponsored by a district, except for those relating to an interscholastic athletic program administered by the California Interscholastic Federation. (Education Code 33355)

The Superintendent or designee shall develop, maintain, and implement weather protocols for extreme weather conditions, which incorporate the standardized guidelines compiled by the California Department of Education and detail specific measures to be taken during extreme weather conditions, including, but not limited to: (Education Code 33355)

1. Clear criteria for determining when weather conditions are considered extreme weather conditions and warrant modification or cessation of outdoor physical activities
2. Procedures for monitoring weather forecasts and alerts to anticipate extreme weather conditions
3. Protocols for communicating with staff, students, and parents/guardians regarding changes to outdoor activities due to extreme weather conditions
4. Designation of indoor alternative activities that can be safely conducted during extreme weather conditions
5. Staff training on recognizing signs of weather-related distress in students and appropriate response measures
6. Coordination with relevant local agencies and experts to ensure timely access to weather-related information and resources

The district's weather protocols may include:

1. Considering air quality conditions when determining whether outdoor physical activity should be modified
2. Maintaining air quality index thresholds for reducing or discontinuing strenuous outdoor activities
3. Having procedures for relocating activities indoors during periods of poor air quality or wildfire smoke
4. Identifying and maintaining adequate mitigation resources, such as shade structures, hydrations stations, and indoor cooling areas
5. Providing equitable access to mitigation measures across school sites
6. Planning for flexible scheduling to accommodate weather variability

The Superintendent or designee shall annually review, evaluate, and, if necessary, update the weather protocols to incorporate best practices and address any emerging concerns or challenges, and to reflect changes in weather patterns, advances in safety practices, and feedback from stakeholders. (Education Code 33355)

Sun Safety

The Superintendent or designee shall establish a developmentally appropriate prevention/intervention program for grades transitional kindergarten-12 to prevent student overexposure to UV radiation. The Superintendent or designee may coordinate sun safety and UV radiation education and policy efforts with the California Department of Public Health, the local health department, and other local agencies and/or community organizations. Such school-based programs shall involve students, parents/guardians, and the community.

The Superintendent or designee may incorporate sun safety elements into the curriculum in order to increase students' understanding of the health risks associated with overexposure to UV radiation from the sun or artificial sources and to encourage students to engage in preventive practices.

Students may take reasonable measures to protect their skin and eyes from overexposure to the sun while on campus, while attending district-sponsored activities, or while under the supervision and control of district employees.

To encourage and assist students to avoid overexposure to the sun when they are outdoors, students shall be allowed to:

1. Wear sun-protective clothing, including, but not limited to, hats (Education Code 35183.5)

2. Wear UV-protective sunglasses outdoors

3. Use sunscreen during the school day without a physician's note or prescription (Education Code 35183.5)

Those students using sunscreen shall be encouraged to apply sunscreen at least 15-20 minutes prior to any outdoor activity that will require prolonged exposure to the sun. School personnel shall not be required to assist students in applying sunscreen.

4. Use UV-protective lip balm

The Superintendent or designee shall evaluate the adequacy of shaded and/or indoor areas for recreation at each school and consider the provision of sufficient shaded areas in plans for new construction or modernization of facilities.

The Superintendent or designee may monitor the UV Index and modify outdoor school activities with regard to the risk of harm associated with the Index level.

Staff shall be encouraged to model recommended sun-safe behaviors, such as avoiding excessive sun exposure, using sunscreen, and wearing hats and other sun-protective clothing.

The Superintendent or designee shall inform school staff and parents/guardians of the district's sun safety measures and encourage parents/guardians to provide sunscreen, lip balm, hats, and other sun-protective clothing for their children to use at school. Additionally, the Superintendent or designee may provide information to parents/guardians about the risks of overexposure to UV radiation and preventive measures they may take to protect their children during nonschool hours.

Policy 5142: Safety **Status:** DRAFT

Original Adopted Date: 12/11/2008 **| Last Revised Date:** 12/11/2025 **| Last Reviewed Date:** TBD

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and **engagement and** promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for maintaining safe conditions on school grounds, promoting safe use of school facilities and equipment, **including safe use of technology,** and guiding student participation in educational programs and school-sponsored activities.

~~Additionally, the~~ **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.

District staff shall be responsible for the proper supervision of students at all times when students are subject to district rules, including, but not limited to, during school hours, district-sponsored activities, before and after-school programs, morning drop-off and afternoon pick-up, and while students are using district provided transportation.

Additionally, district employees, volunteers, and contractors shall promote safe environments for student learning and engagement that maintain appropriate boundaries among and between students. (Education Code 32100) Appropriate boundaries shall be maintained between students and school employees, adult volunteers, and school contractors, and among and between adults employed, volunteering, or under contract with the district, in accordance with Board Policy 4119.21/4219.21/4319.21 - Professional Standards and Board Policy 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions.

In addition, school facilities, including classroom and nonclassroom environments, shall be constructed and furnished in order to promote safe environments for learning and engagement that are easily supervised by district staff. (Education Code 32100)

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety and emergency procedures, as well as injury and disease prevention.

Crossing Guards/Student Safety Patrol

To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a student safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

Policy 7110: Facilities Master Plan

Status: DRAFT

Original Adopted Date: 12/11/2008 | **Last Revised Date:** 03/09/2023 | **Last Reviewed Date:** TBD

The Governing Board recognizes the importance of long-range planning for school facilities in order to address changes in student enrollment, employee housing needs, ~~and~~ the district's educational program**, and carrying out the district's vision, mission, and goals**. The Superintendent or designee shall develop, for Board approval, a master plan for district facilities which describes the district's anticipated short- and long-term facilities needs and priorities.

Plan Development

The district's facilities master plan shall be based on an assessment of the condition and adequacy of existing facilities, a projection of future enrollments, and alignment of facilities with the district's vision for the instructional program.

To solicit broad input into the planning process, the Superintendent or designee may establish a facilities advisory committee consisting of staff, parents/guardians, and business, local government, and other community representatives. The Superintendent or designee shall ensure that the public is informed of the need for construction and modernization of facilities and of the district's plans for facilities.

At least 45 days prior to completion of any facilities plan that relates to the potential expansion of existing school sites or the necessity to acquire additional school sites, the Superintendent or designee shall notify and provide copies of the plan or any relevant and available information to the planning commission or agency of the city or county with land use jurisdiction within the district. (Government Code 65352.2)

If the city or county commission or agency requests a meeting, the Superintendent or designee shall meet with the commission or agency within 15 days following the notification. Items that the parties may discuss at the meeting include, but are not limited to, methods of coordinating planning with proposed revitalization efforts and recreation and park programs, options for new school sites, methods of maximizing the safety of persons traveling to and from the site, and opportunities for financial assistance. (Government Code 65352.2)

The master plan shall be regularly reviewed and updated as necessary to reflect changes in the educational program, existing facilities, finances, or demographic data.

Plan Components

The facilities master plan shall include:

1. A statement of purpose, including district goals, philosophy, and related policies
2. A description of the planning process
3. ~~Demographics~~ **Description and demographics** of the community, such as economic trends, migration patterns, employment base, residential base, socioeconomic makeup, historical school enrollments, and inventory of physical resources and needs
4. A description of the educational program, such as grade-level organization, class size, staffing patterns, technology plans, special programs and support services, and other educational specifications
5. Analysis of the safety, adequacy, and equity of existing facilities and potential for expansion, including the adequacy of classrooms, school cafeterias and food preparation areas, physical activity areas, playgrounds, parking areas, and other school grounds
6. Site selection criteria and process
7. Development of a capital planning budget and identification of potential funding sources
8. Policy for reviewing and updating the plan

Planning shall ensure that school facilities meet the following minimum standards: (5 CCR 14001)

1. Are aligned with the district's educational goals and objectives
2. Provide for maximum site enrollment at school facilities
3. Are located on a site that meets California Department of Education standards as specified in 5 CCR 14010
4. Are designed for the environmental comfort and work efficiency of the occupants
5. Are designed to require a practical minimum of maintenance
6. Are designed to meet federal, state, and local statutory requirements for structure, fire, and public safety
7. Are designed and engineered with flexibility to accommodate future need

~~Plans~~ **Additionally, plans** for the design and construction of new school facilities shall also meet the standards described in 5 CCR 14030, the California Green Building Standards Code, Title 24, Part 11 of the California Code of Regulations ("CALGreen"), the Americans with Disabilities Act (ADA) pursuant to 42 USC 12101-12213, and any other requirements applicable to the funding source and type of project.

However, plans for residential housing, which includes any building used or intended to be used by the district as a personal residence by a teacher or employee of the district, is not considered to be a "school building" and does not require approval by the Department of General Services regarding earthquake safety and/or the ADA. (Education Code 17283.5; Government Code 4454.5)

In addition, plans for the design and construction of facilities, including furnishing of such facilities, shall promote safe environments for learning and engagement in accordance with Board Policy 5412 – Safety.

To facilitate the efficient use of public resources when planning for new construction or modernization of school facilities, the district may consider designs that facilitate joint use of the facility with a local governmental agency, public postsecondary institution, or nonprofit organization.
