Meeting Packet

Regular Governing Board Meeting Agenda

Regular Governing Board Meeting Agenda

CABRILLO UNIFIED SCHOOL DISTRICT

District Office Board Room
498 Kelly Avenue, Half Moon Bay, CA 94109
October 12, 2017
7:00 PM (Closed Session 6:00 PM)

1. CALL TO ORDER - 6:00 P.M.

2. ROLL CALL / QUORUM

___ Ms. Freya McCamant, President
___ Mr. Rob Pappalardo, Vice President
___ Ms. Sophia Layne, Clerk to the Governing Board
___ Ms. Kimberly Hines, Member
___ Dr. Kirk Riemer Ph.D, Member

3. COMMENTS FROM THE PUBLIC RELATED TO ITEMS ON THE CLOSED SESSION AGENDA

Anyone wishing to address the Board regarding any of the Closed Session matters may do so at this time.

4. RECESS TO CLOSED SESSION

a. Pupil Personnel/Student Matters (Education Code §35146).

   The Board may hear expulsion cases and consider the requests from students for re-admittance following expulsion. Also, the Board may review student disciplinary reports, exemption requests, and other student related matters that are regarded to be confidential according to Education Code. The Education Code requires closed session in these cases to prevent disclosure of confidential student record information.

b. Public Employee Discipline/Dismissal/Release (Government Code §54954.5, §54957).

c. With respect to every item of business to be discussed in closed session pursuant to (Government Code §54957.6): Update School Facilities Construction.

d. Conference Regarding Labor Negotiations with District-Designated Representatives Dannis/Wolliver/Kelley, Jane Yuster, John Corry (Government Code §54957.6).

   i. Cabrillo Unified Teachers' Association

   ii. California School Employees' Association, Chapter 485

5. RECONVENE OPEN SESSION – 7:00 P.M.

Report action from Closed Session: if applicable.

6. PLEDGE OF ALLEGIANCE

7. ADOPTION OF AGENDA AS PRESENTED / AMENDED

8. STUDENT / STAFF / COMMUNITY RECOGNITION

The Governing Board recognizes Ms. Kate Shea. Ms. Shea is a Kings Mountain School parent of seven years. Each year Ms. Shea organizes parents and community members to bake some 4,000 cookies at Wedemeyer Bakery in South San Francisco to sell at the Kings Mountain Art Fair as our big annual fundraiser. This monumental task is one of our greatest community builders, with past and present Kings Mountain School families and local Kings Mountain community members baking together. Ms Shea never hesitates to step in to provide support when needed. Thank you Kate!

The Governing Board recognizes Ms. Julie Pedersen. Ms. Pedersen is a big hearted Kings Mountain School parent of six years. Ms. Pedersen started as a classroom volunteer who continues to offer support, spending more and more time helping out at school as an Art-In-Action parent volunteer for her son's classes, fundraising events, K/1 parent helper, office support, and it was clear she needed to join the staff. Julie became our noon duty supervisor. Still offering more help, Julie began subbing for our after school program. This year Julie is one of our classroom aides, and continues doing noon yard duty, Art-In-Action, fundraising, subbing when needed, and a classroom parent helper extraordinaire. Thank you Julie!

9. COMMENTS FROM THE PUBLIC RELATED TO ITEMS NOT ON THIS AGENDA

Public Participation at Board Meetings

The Board of Education encourages your participation in its deliberations. If you wish to address the Board on an agenda item, please fill out a speaker card located on the agenda table at the back of the room and present it to the Administrative Assistant seated to the immediate left of the Superintendent prior to the item being called. Any additional materials you choose to present will be copied and presented to all Board members following the meeting. The Board President will randomly call on persons submitting cards. The general order of discussion on any particular agenda item during the course of a meeting is: 1) Staff presentation on item, 2) Public comment, and 3) Board deliberation and action, if so warranted. If you wish to address the Board on a matter that is not on the agenda, you may speak during the "Comments from the Public" portion of the meeting that is held near the beginning of the meeting following the same general procedures noted above. Board members are legally prohibited from discussing non-agenda items and, therefore, cannot respond to items presented at this time. Open session is audio and/or video recorded.

Board agendas are often long and time is limited. For that reason, the Board reserves the right to limit the time allocated to each speaker (three minutes) as well as the cumulative time allocated to multiple speakers who are addressing the same topic (twenty minutes). The presiding officer may rule out of order persons who unduly interrupt or otherwise interfere with the orderly conduct of business, or who use defamatory, abusive, or profane language. Irrelevant or redundant presentations may likewise be ruled out of order. In the unlikely event that the behavior of an individual is such that the Board is unable to continue to conduct its business in an orderly manner, the Board President may direct the offending individual(s) to vacate the meeting room. Finally, a citizen may place an item on the Board Agenda by submitting a written request and supporting information to the Superintendent's Office.

The Superintendent, in consultation with the Board President, will determine at which upcoming regular Board meeting the item will be scheduled. The person who requested the item will be allowed three minutes at the meeting to present the information to the Board. Following this presentation the Board may

address the issue, put the issue on a future agenda for more discussion and action, refer the issue to the administration for follow-up, or take no action. In compliance with the Americans with Disabilities Act, those individuals requiring assistance and/or accommodations or *Spanish language translation in order to participate in this meeting are asked to contact the Superintendent's Office in advance at (650) 712-7112. (*Si usted necesita traducción al español para participar en esta reunión se pide que se ponga en contacto con la oficina del Superintendente antes de esta fecha al (650) 712-7112.)

10. REPRESENTATIVE REPORTS

a. CUTA Representatives

b. CSEA Representatives

11. REPORTS / INFORMATION / PRESENTATIONS

a. Receive Report on Kings Mountain Elementary School

11.a Green Sheet Kings Mountain Report.pdf (p. 8)

11.a.1 KMES October 12 2017 Presentations.pdf (p. 9)

b. Receive Report on the Single Plans for Student Achievement for all School Sites

11.b Green Sheet Report of SPSA for all sites.pdf (p. 16)

11.b.1 SPSA 2017 2018 Power Point Presentation.pdf (p. 17)

12. DISCUSSION ITEMS

a. Hold Public Hearing and Discuss First Reading for the Petition of Naming a Farallone View Elementary School Garden, "The Raye Furst Garden"

12.a Green Sheet Public Hearing and Discussion The Raye Furst Garden.pdf (p. 27)

12.a.1 Petition to Name Garden The Raye Furst Garden.pdf (p. 29)

12.a.2 Public Hearing Notice-Raye Furst Garden.pdf (p. 33)

13. COMMUNICATIONS

a. Board Members

b. Student Board Member

c. Superintendent

14. CONSENT ITEMS

The Consent Agenda

Consent items are those items judged by staff to be routine in nature, consistent with policy, and reflective of established practice. As a time-saving measure, such items are typically grouped together on what is called the "Consent Agenda" for Board consideration of action. The Consent Agenda requires a motion and a second and must be approved by a roll call vote of the Governing Board. Any Board member may direct that one or more of these items be removed from the Consent Agenda for the purpose of discussion and consideration of action.

a. Approve for Distribution/Disposal of Obsolete Textbooks for Spanish and World Geography Various Grades

14.a Green Sheet Obsolete Textbooks.pdf (p. 34)

b. Approve Certificated Personnel Report

14.b Green Sheet Certificated Personnel Report.pdf (p. 36)

c. Approve Classified Personnel Report

14.c Green Sheet Classified Personnel Report.pdf (p. 38)

d. Approve the Alliant International University Student Teacher and Teacher Intern Agreement from August 1, 2017 to July 31, 2022

14.d Green Sheet Alliant International University Student Teacher and Intern Agreement.pdf (p. 40)

14.d.1 Alliant University Intern Agreement (1).pdf (p. 41)

e. Accept Donations to Cabrillo Unified School District

14.e Green Sheet Donations.pdf (p. 45)

f. Accept Enrollment Report for the First Month of the 2017-2018 School Year

14.f Green Sheet Enrollment Report.pdf (p. 46)

14.f.1 Period 1 Enrollment Report.pdf (p. 47)

g. Approve Declaration of District Property as Obsolete

14.g Green Sheet Declaration of Surplus.pdf (p. 48)

h. Approve Quarterly Report on Williams Uniform Complaints (Education Code §35186)

14.h Green Sheet Williams Uniform Complaints.pdf (p. 49)

14.h.1 Williams Uniform Complaints.pdf (p. 50)

i. Approve and Adopt Minutes of September 14, 2017 Regular Governing Board Meeting

14.i Green Sheet Adopt Minutes 9.14.17.pdf (p. 51)

14.i.1 Minutes 9.14.17.pdf (p. 52)

15. ACTION ITEMS

a. Hold Public Hearing and Adopt Resolution No. 24-17 to Approve the Statement of Assurances for the Pupil Textbook and Instruction Incentive Program for the 2017-2018 School Year

15.a Green Sheet Statement of Assurances for Pupil Textbooks 2017-2018.pdf (p. 58)

15.a.1 Resolution No 24-17 Sufficiency of Instructional Materials.pdf (p. 59)

15.a.2 Notice of Public Hearing Suffiency of Materials.pdf (p. 61)

b. Approve Single Plan for Student Achievement for all School Sites

15.b Green Sheet approval of SPSA All Sites.pdf (p. 62)

15.b.1 2017_Single_Plan_For_Student_Achievement_Pilarcitos_High_School_20171002 (2) (1).pdf (p. 63)

15.b.2
2017_Single_Plan_For_Student_Achievement_Half_Moon_Bay_High_School_20171002 (1).pdf (p. 99)

15.b.3
2017_Single_Plan_For_Student_Achievement_Manuel_F._Cunha_Intermediate_School_20171002 (2).pdf (p. 137)

15.b.4
2017_Single_Plan_For_Student_Achievement_Alvin_S._Hatch_Elementary_School_20171002 (1).pdf (p. 186)

15.b.5
2017_Single_Plan_For_Student_Achievement_Farallone_View_Elementary_School_20171002 (1).pdf (p. 228)

15.b.6
2017_Single_Plan_For_Student_Achievement_Kings_Mountain_Elementary_20171002 (1).pdf (p. 265)

15.b.7
2017_Single_Plan_For_Student_Achievement_El_Granada_Elementary_School_20171002 (1).pdf (p. 300)

c. Approve Cabrillo Unified School District Governing Board Policy Updates and Adopt the Proposed Revisions as Recommended by the California School Boards Association

15.c Green Sheet Policy Updates.pdf (p. 338)

15.c.1 Policy Guidesheet Oct 2017.pdf (p. 340)

15.c.2 BP0520.2.pdf (p. 342)

15.c.3 BP0520.3.pdf (p. 346)

15.c.4 BP3260.pdf (p. 350)

15.c.5 BP3513.pdf (p. 354)

15.c.6 BP5131.pdf (p. 356)

15.c.7 BP6161.pdf (p. 363)

15.c.8 BP7212.pdf (p. 368)

16. FUTURE BOARD AGENDA ITEMS

a. Receive Report on Strategic Education Plan Annual Update Goal 1

b. Receive Technology Report

c. Receive Farallone View Elementary School Site Report

17. FUTURE EVENTS/DATES/REQUESTS

a. October 28 - Governing Board Retreat, 9:00 AM, Miramar Farms

b. October 31 - November 2 - Parent/Teacher Conferences, Cunha Intermediate School

c. November 4 - Kindergarten Forum, 9:00 AM, El Granada Elementary School

d. November 4 - Orange & Black Ball, 6:00 PM, La Costanera, Montara, Ca

e. November 6-8 - Parent/Teacher Conferences, Pilarcitos High School

f. November 7 - Big Lift Meeting, 3:00 PM, District Office

g. November 7 - Chamber Education Committee Meeting, 4:00 PM, District Office

h. November 9 - Regular Governing Board Meeting, 7:00 PM (closed session 6:00 PM), District Office

18. RETURN TO CLOSED SESSION (IF NECESSARY)

19. ADJOURNMENT OF THE MEETING

Meeting Curfew
Board Bylaw 9323 stipulates that the meeting of the Board shall conclude no later than 10:00 p.m. The Board, at its discretion, may extend the meeting for a defined time to finish the business at hand.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: October 12, 2017

☐**ACTION**
☐**CONSENT**
☐**DISCUSSION**
☒**INFORMATION**

BOARD AGENDA NUMBER: 11.a

BOARD AGENDA ITEM: Receive Report on Kings Mountain Elementary School

DEPARTMENT: Curriculum & Instruction

CONTACT PERSON: Joy Dardenelle, Assistant Superintendent, Curriculum and Instruction
Diane Siegel, Principal, Kings Mountain Elementary School

BACKGROUND INFORMATION:

This report dated October 12, 2017 reflects the current educational environment of Kings Mountain Elementary School.

REPORT/PROPOSAL:

The following report reflects program highlights from Kings Mountain Elementary School.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Receive report on Kings Mountain Elementary School.

Cabrillo Unified School District

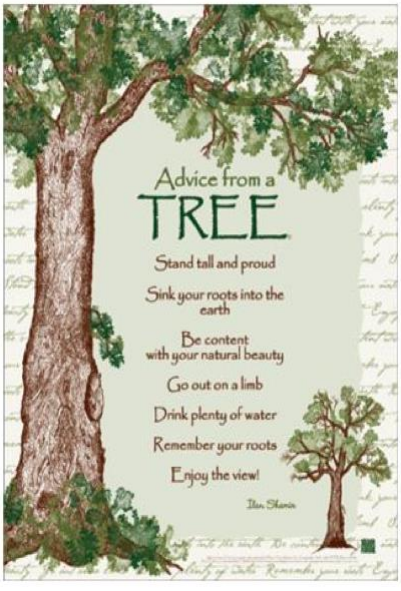
Kings Mountain Elementary School

It takes a mountain!





Cabrillo Unified School District



Together at **Kings Mountain School,** we respect ourselves and each other, learn in a kind and safe environment, and nurture and celebrate success.

Together we are:

- **Kind**
- **Safe**
- **Respectful**
- **Responsible**

We support each other to achieve our Hopes & Dreams!

We are like trees. We think deeply, take chances, persevere and stand proudly.

Cabrillo Unified School District

Our Staff

Teachers

- Debbie Silveria
  - K/1
- Maile Springer
  - 4/5
- Elizabeth Weatherly
  - 2/3
- Diane Siegel
  - Intervention
- Silvio Aguilar
  - 4/5 PE
- Bryan Felts
  - 5th Science Leadership
- Maria Portello-Swagel
  - 5th Band
- Erlinda Tulioc
  - Resource Teacher

Specialists

- Robin Lise-Nielsen
  - K-5 Science
- Paul Godwin
  - K-5 Music

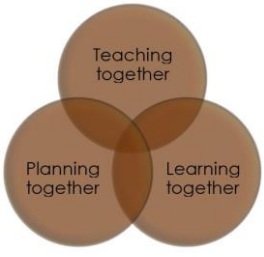
Aides

- Julie Pedersen
  - K/1
- Robin Soult
  - Special Education
- Donna McCurdy
  - 2/3

Administration

- Lesli Schmutz
  - Administrative Assistant
- Diane Siegel
  - Principal

Cabrillo Unified School District



Collaborative Team

Push-in intervention
Differentiated instruction
Student Agency

Cabrillo Unified School District

LCAP Goals/KMES SPSA

1: Academic Achievement: Literacy and Reclassification

All students shall demonstrate a year's growth in English Language Arts. All English Language Learners will be eligible for reclassification by the end of 5th grade.

2: College and Career Readiness

Kings Mountain School students will be ready for the social emotional and behavioral, as well as academic demands of Middle School by the end of 5th grade.

3: Communication Plan to Support Parent Involvement

Kings Mountain School will increase community and parent awareness and understanding of school programs and events. Ongoing communication between Kings Mountain School, its families and community stakeholders will increase parent involvement and community support.

4: Positive School Climate: Safe and Supported Schools

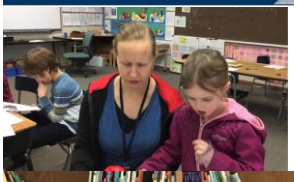
At Kings Mountain School, students will accept and celebrate diversity, the richness of human differences, in each student. Students understand the multiple factors of diversity to include race, religion, ethnicity, sex, gender identity, sexual orientation, socioeconomic status, neighborhood, language status, special education needs and academic performance and potential.

Cabrillo Unified School District

It's all about the Students!



Cabrillo Unified School District









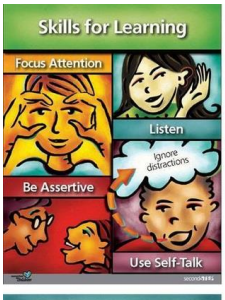


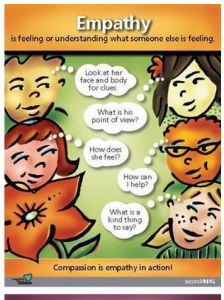
Cabrillo Unified School District

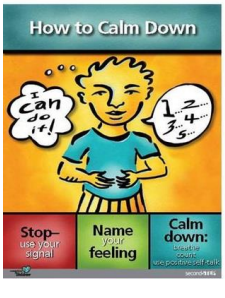
Curriculum

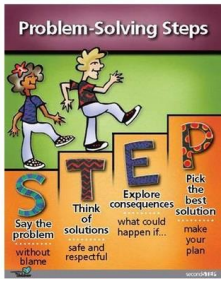
Along with PBIS

- Second Step-Social Emotional Learning
  - Skills for Learning
  - Empathy
  - Calming Down
  - Problem Solving







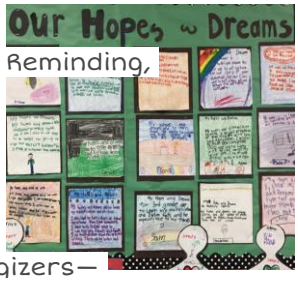


Cabrillo Unified School District

Curriculum

Along with PBIS

- Responsive Classroom Practices
  - Morning Meeting—
  - Interactive Modeling—
  - Teacher Language— Reinforcing (Most), Reminding, Redirecting
  - Setting Goals & Establishing Rules—
  - Logical Consequences—
  - Interactive Learning Structures— Energizers—



Cabrillo Unified School District



Curriculum

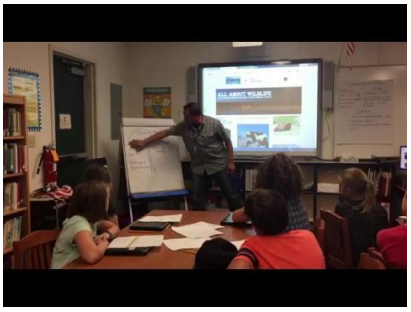
- Teachers College Reading & Writing Workshop
  - Reading Workshop Push-In/Team Teaching
    - differentiation/small & flexible groupings
  - Words Their Way-Word Study
    - differentiation/small & flexible groups



Cabrillo Unified School District

Curriculum

- Eureka Math
  - Youcubed Fridays-Jo Boaler
    - process learning
    - collaborative
    - growth mindset
- Science
  - Foss K-5
  - 5th Grade Leadership Action Research



Cabrillo Unified School District

Curriculum

- Art-in-Action
  - Parent Volunteers
- PE
  - District Teacher
  - Parent Volunteers
- Music
  - 5th Grade Band
  - K-5 Music Making, Orff Instruments



Cabrillo Unified School District

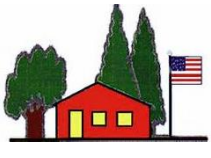
Our Families & Community



- Parent Participation
  - school wide events
  - classroom volunteers
  - substitutes
- Community Support
  - Cookie Bake
  - KM Art Fair
  - Principal for a Day
  - KMAP Events
  - KM Echo

Cabrillo Unified School District

It takes a mountain!



Thank You!

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: October 12, 2017

☐ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☒ **INFORMATION**

BOARD AGENDA NUMBER: 11.b

BOARD AGENDA ITEM: Receive Report on the Single Plans for Student Achievement for all School Sites

DEPARTMENT: Curriculum & Instruction

CONTACT PERSON: Joy Dardenelle, Assistant Superintendent, Curriculum and Instruction
Irene Preciado, Director, Categorical Programs

BACKGROUND INFORMATION:

Pursuant to California *Education Code* (*EC*) Section 64001 and the Federal Elementary and Secondary Education Act (ESEA) schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement funds consolidate all school plans into the Single Plan for Student Achievement.

The purpose of the Single Plan for Student Achievement (SPSA) is to coordinate all educational services at the school site. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in *EC* Section 64000 will be used to improve the academic performance of all pupils. School goals shall be based upon an analysis of verifiable data. The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

REPORT/PROPOSAL:

The Principals have worked with their School Site Councils to develop their individual Single Plan for Student Achievement. This presentation shares unique highlights and the strategies that each site is implementing.

FINANCIAL IMPACT:

The financial impact is included in the budget.

RECOMMENDATION:

Receive report on the Single Plans for Student Achievement for all school sites.

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Cabrillo Unified School District

Cabrillo Unified School District

Single Plan for Student Achievement (SPSA)

2017-2018

October 12, 2017
Irene Preciado, Director, Categorical Programs

Cabrillo Unified School District

Local Control Accountability Plan (LCAP) Goal 1

All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English learners.

Cabrillo Unified School District

Local Control Accountability Plan (LCAP) Goal 2

Increase the number of students who are engaged in curriculum that prepares them to be college and career ready.

Cabrillo Unified School District

Local Control Accountability Plan (LCAP) Goal 3

Implement a stakeholder communication plan to support parental involvement and regular updates.

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Local Control Accountability Plan (LCAP) Goal 4

Create a positive school climate where students feel safe and supported.

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Pilarcitos: SPSA Highlights

Comprehensive plan to support safety and a positive school climate:

- Positive Behavioral Interventions and Supports (PBIS)
- Challenge Day
- Substance Use Disorder Prevention Training
- HMB Rotary Student Recognition Luncheons
- Restorative Justice Training
- Dynamic Mindfulness

Pilarcitos High School & Alternative Education Half Moon Bay, CA

Cabrillo Unified School District

Pilarcitos: English Learner Supports

- Designated and Integrated English Language Development (ELD) Professional Learning
- Peer tutoring program between Half Moon Bay High School Reclassified Fluent English Proficient (RFEP) and Pilarcitos High School English Language Learner students
- Common Core Curriculum Developers to research and decide on Designated ELD curriculum to pilot

Pilarcitos High School & Alternative Education
Half Moon Bay, CA

Cabrillo Unified School District

HMBHS: SPSA Highlights

- Advancement Via Individual Determination (AVID) expansion to 12th Grade, 4 total sections
- Support for AVID field trips to universities
- Support all teachers on staff to get quality training on using AVID strategies
- Support for Common Core Specialists to deepen implementation of curriculum in each department

HALF MOON BAY COUGARS

Cabrillo Unified School District

HMBHS: English Learner Supports

- Incentive program to motivate struggling students to attend our after school tutoring program
- Technology to enhance the progress of English Learner students
- Parent workshop on how to effectively support their student(s)
- Common department time to align support for students who are academically struggling

Cabrillo Unified School District

Cunha: SPSA Highlights

- Expansion of Advancement Via Individual Determination (AVID) to include AVID Excel
- Introduction of computer based, leveled reading program for English Language Learners
- Specialized tutoring

Cabrillo Unified School District

Cunha: English Learner Supports

- Introduction of i-Ready to English Learner (EL) Classroom
  - i-Ready is an integrated blended learning program that saves teachers time and personalizes learning for all students
- Parent engagement partnerships
- Specialized tutoring during and after school hours
- Class size reduction to help advance the progress of EL students

CUNHA CUBS

Cabrillo Unified School District

Hatch: SPSA Highlights

- New curriculum materials in English Language Arts (ELA) and Spanish Language Arts (SLA)
- Math support through after school programs and online (FrontRow)
- Expand parent communication and offer two parent education sessions per trimester
- Deepen implementation of Positive Behavior Interventions and Supports (PBIS)

ALVIN S. HATCH ELEMENTARY SCHOOL

Cabrillo Unified School District

Hatch: English Learner Supports

- School-wide implementation of new designated English Language Development (ELD) curriculum
- Targeted English Learners (EL) grouping determined California English Language Development Test (CELDT) level for small group instruction
- Structured after school intervention
- Online support through Lexia and RazKids (leveled reading books in both Spanish and English)

Cabrillo Unified School District

Farallone View: SPSA Highlights

- Goal 1: Increase reclassification rate
- Goal 2: Increase the number of students who meet Language Arts proficiency on the CAASPP by 5%
- Goal 3: Increase Family Engagement levels as measured by the Panorama Survey
- Goal 4 : Increase the school climate rating as measured by the Panorama Survey

Cabrillo Unified School District

Farallone View: English Learner Supports

- Tier I uses Wonders and English 3D. Targeted small group practice based on Lexia, Reading Assessment for Prescriptive Instructional Data (RAPID) benchmarks, and data chats with teachers
- Tier II interventions: Extended Academic Center staffed by teachers and student teachers using Language Power materials
- Partnership with Moonridge Reading Program

FARALLONE VIEW ELEMENTARY SCHOOL

Cabrillo Unified School District

Kings Mountain: SPSA Highlights

- Push-in intervention within reading workshop
- Second Step curriculum
- Responsive Classroom Practices
- Positive Behavior Interventions and Supports (PBIS)
- Interactive technology and traditional communication to increase parent involvement and community support

King's Mountain Elementary School
Cabrillo Unified School District

Cabrillo Unified School District

Kings Mountain: English Learner Supports

- Integrated English Language Development (ELD)
- Targeted ELD grouping
- Professional Development for integrated ELD within Reading Workshop
- Professional Development for Student Agency to foster student ownership and engagement

King's Mountain Elementary School
Cabrillo Unified School District

Cabrillo Unified School District

El Granada: SPSA Highlights

- Professional Learning in School Climate and Mindfulness practices
- Intervention in literacy, lunchtime maker space
- Engaging parent outreach:
  - Parent information nights at PTO and ELAC meetings
  - Family Nights that support core content

El Granada Elementary School
Cabrillo Unified School District

Cabrillo Unified School District

El Granada: English Learner Supports

- School-wide expertise in designated English Language curriculum
- Data conferences focused examining effectiveness of language acquisition and reading instruction
- Web-based technology and print media supports available for home use
- Individualized professional learning in the area of English Language Development (ELD)

El Granada Elementary School
Cabrillo Unified School District

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: October 12, 2017

☐ **ACTION**
☐ **CONSENT**
☒ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 12.a

BOARD AGENDA ITEM: Hold Public Hearing and Discuss First Reading for the Petition of Naming a Farallone View Elementary School Garden, "The Raye Furst Garden"

DEPARTMENT: Superintendent

CONTACT PERSON: Jane Yuster, Superintendent
César Gaytán, Principal, Farallone View Elementary

BACKGROUND INFORMATION:

Ms. Raye Furst was a K-5th grade teacher at Farallone View Elementary School from 1998 to 2008. She always performed beyond and above expectations and had a profound love for teaching, learning, and supporting her students. She organized colonial times hands-on educational activities and had a passion for teaching young people about the life cycle of salmon.

When Ms. Furst passed, our HEAL Team and some volunteers helped to build a native plants garden where children now explore and learn about pollination. Our school assembled a committee that met on Sep. 27th, 2017 and formally voted to request permission from Governing Board to name our garden, "The Raye Furst Garden," and install a plaque with an alevin figure that will bear witness to her memory, dedication, and just as salmon do, return her love for teaching, learning, and dedication to the place that Raye called home.

REPORT/PROPOSAL:

Officially naming our Farallone View native plants garden, located in between the primary playground and the Children's Coastside Program pathway, "The Raye Furst Garden" and installation of a donated metal plaque by the Furst Family.

This item will be brought back in November to the Governing Board for consideration of approval.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Hold Public Hearing and discuss first reading for the petition of naming a Farallone View Elementary School Garden, “The Raye Furst Garden.”

September 28th, 2017

Dear Superintendent Yuster,

Farallone View has assembled a committee that is composed of students, parents, community members, and school employees to petition the naming of our native plants school garden, “The Raye Furst Garden” as a permanent reminder of Raye’s love and dedication to our school community. In compliance with the Cabrillo Unified School District Governing Board policy for naming of facilities, we held our meeting on Sep. 27th and approved by unanimity to formalize our request.

Our native plants garden is located in between the primary playground and the walkway to Coastside Children’s Program. It covers an approximate area of 3 yards in width and 15 yards in length. If you and the Board approved our petition, we would like to request permission to install a metallic plaque facing the west end of the garden.

For further details, please see the attached meeting notes and pictures.

Sincerely,

César Gaytán
Principal
Farallone View Elementary

Farallone View Raye Furst Naming Committee Meeting
September 27,2017
3:30 - 4:30 pm
Montara, CA

Agenda

1. Introductions: Annie Blair and Cecilia Mello (community members), Linda Herbert and Margaret Rothenberg, César Gaytán (teachers & principal), Manu Hipkins and Laurel Bigelow (parents), Andreas Hipkins, Wesley and Everett Medlin (students).

2. Purpose of the meeting: We would like to petition the Cabrillo USD Board the naming of our native plant garden "The Raye Furst Garden," in memory of her love and dedication to the Farallone View community, along with permission to put a plaque with her name.

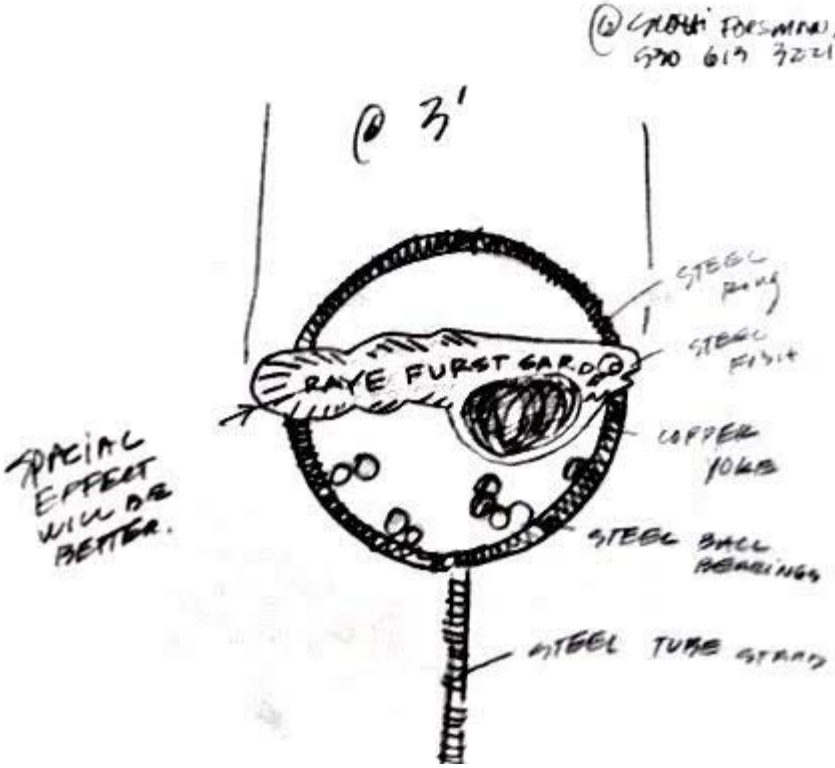
3. Justification for the naming of our garden: Raye taught as a substitute teacher at Farallone View in 1988 and later became a Pre-K, 5th grade, conducted CELDT testing, and also served as a summer teacher. She was able to get people together and bring so much joy to the meetings. Furthermore, she always came in at 7 am and felt very strongly about greeting her students at the door. Some students recall her telling lots of stories and making them feel very safe in her classroom. Because she had lots of people skills, she was able to handle student regardless of their grade level. Raye was a mentor to her 5th grade fellow teachers, Mr. Eric Denault and Ms. Kathy Rippberger. She had boundless energy and as a proud teacher, she could use her voice to get the immediate attention of her students and make them feel cared for and important when she helped them one-on-one. She had a passion for alevins and taught lessons on the life cycle of salmon. Raye put together colonial day events with up to 100 attendees that included, costumes, colonial crafts, culture, and artifacts. She later became highly involved with theatrical works at the school. Additionally, she organized a great number of field trips and always considered Farallone View her extended family. She retired in 2008 but she continued to be engaged with Farallone View until she passed. Above all, Raye always performed beyond the call of her duties. Raye's husband, Allen, Ian and Eric , their children, physically build the garden with the help of Laurel Bigelow and Michael Medlin. Much worthy of mentioning is that our children enjoy learning about pollinators while they spend time at the garden and love finding critters during recess.

4. Petitioning to Cabrillo USD: On behalf of the FV community, we would like to petition for the naming of our native plants garden, “The Raye Furst Garden.”

5. Voting: Motion, Manu Hipkins, second, Cecilia Mello. In favor, Bigelow, Gaytan, Rothenberg, Mello, Blair, Herbert, Hipkins M, Hipkins A. None opposed, no additional comments.

6. Adjourn: 4:30 pm




@ 3'
RAYE FURST GARDEN
STEEL RING
STEEL FLAT
COPPER YOKE
STEEL BALL BEARINGS
STEEL TUBE STAND
SPACIAL EFFECT WILL BE BETTER.

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Jane Yuster

GOVERNING BOARD
Kimberly Hines
Sophia Layne
Freya McCamant
Robert Pappalardo
Kirk Riemer

NOTICE OF PUBLIC HEARING

The Cabrillo Unified School District will hold a public hearing on the proposed naming of the of a Farallone View Elementary School Garden to "The Raye Furst Garden" on Thursday, October 12, 2017 at 7:00 p.m. in the Board Room of the Cabrillo Unified School District Office located at 498 Kelly Avenue, Half Moon Bay, California. Any stakeholder may appear before the Cabrillo Unified School District Board of Trustees and speak to the proposal or any item therein.

Thursday, October 12, 2017 at 7:00 PM

Cabrillo Unified School District

Governing Board Room

498 Kelly Avenue

Half Moon Bay, CA 94019

Posted: October 2, 2017

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: October 12, 2017

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.a

BOARD AGENDA ITEM: Approve for Distribution/Disposal of Obsolete Textbooks for Spanish and World Geography Various Grades

DEPARTMENT: Curriculum/Instruction/Assessment

CONTACT PERSON: Joy Dardenelle, Assistant Superintendent, Curriculum and Instruction

BACKGROUND INFORMATION:

Board policy 3270 recognizes that the district may own personal property which 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 state law.

REPORT/PROPOSAL:

The following textbooks are obsolete:

Date of Publication	Publisher	Subject	Title/ By/Grade/ISBN	Qty.
2003	Houghton Mifflin	Language Arts Spanish	Lectura Tesoros, California Workbook – 1-5gr ISBN 978-0618-235-322	13
2003	Houghton Mifflin	Language Arts Spanish	Lectura Tesoros, California Textbook 1- 5 gr ISBN 978-0618-238-590	78
2003	Houghton Mifflin	Language Arts Spanish	Lectura Tesoros, California Textbook 1-5 gr ISBN 978-0618-238-618	74
2003	Houghton Mifflin	Language Arts Spanish	Lectura Tesoros, California Textbook 1- 5 gr ISBN 978-0618-238-606	76

Date of Publication	Publisher	Subject	Title/ By/ISBN	Qty.
2003	Houghton Mifflin	Language Arts Spanish	Lectura Tesoros, California Textbook 1-5 gr ISBN 978-0618-238-637	78
2003	Houghton Mifflin	Language Arts Spanish	Lectura Tesoros Workbook 1- 5 gr ISBN 978-0618-235-777	14
2003	Houghton Mifflin	Language Arts Spanish	Textbook 1 – 5 gr ISBN 978-0618-238-644	30
2003	Houghton Mifflin	Language Arts Spanish	Textbook 1 – 5 gr ISBN 978-0618-238-651	51
2003	Houghton Mifflin	Language Arts Spanish	Workbook 1-5 gr ISBN 978-0618-235-391	30
2003	Houghton Mifflin	Language Arts Spanish	Textbook 1-5 gr ISBN 978-0618-160-240	13
2003	Houghton Mifflin	Language Arts Spanish	Textbook 1-5 gr ISBN 978-0618-168-675	14
2000	Pearson	World Geography	World Geography – 9th gr By: Baerwald and Frraser ISBN 0-13-435992-5	200
1999	Heinle & Heinle Publishers	Spanish	Ya Veras! Gold Nivel 1, 2, 3 By: John R. Gutierrez-Candelaria ISBN: Level 1: 0-8384-8554-5 ISBN: Level 2: 0-8384-0881-8 ISBN: Level 3: 0-08384-0899-0	534

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Approve for distribution/disposal of obsolete textbooks for Spanish and World Geography various grades.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: October 12, 2017

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.b

BOARD AGENDA ITEM: Approve Certificated Personnel Report

DEPARTMENT: Personnel

CONTACT PERSON: John Corry, Assistant Superintendent, Personnel and Pupil Services

BACKGROUND INFORMATION:

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

1. OFFER OF TEMPORARY EMPLOYMENT FOR 2017-2018

Jesus Ogarrio Silva, 4th Grade Immersion teacher, Hatch Elementary School, effective August 17, 2017.

2. RESIGNATION

Heidi Newton, District Nurse, multiple sites, effective September 1, 2017.

3. OFFERS OF EMPLOYMENT OF SUBSTITUTE TEACHERS

Employee
Bongiovanni, John
Davenport, Kathleen
Hix, Holden
Lewy-Satterlee, Kimberly
Putnam, Michael
Vail, Mary-Lynn
Warme, Phyllis

FINANCIAL IMPACT:

Financial impact is included in the budget.

RECOMMENDATION:

Approve the Certificated Personnel report.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: October 12, 2017

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.c

BOARD AGENDA ITEM: Approve Classified Personnel Report

DEPARTMENT: Personnel

CONTACT PERSON: John Corry, Assistant Superintendent, Personnel and Pupil Services

BACKGROUND INFORMATION:

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

1. OFFERS OF EMPLOYMENT FOR 2017-2018

Sara Ahern, Campus Security Assistant, Half Moon Bay High School, effective September 25, 2017.

Jessinda Kim, Administrative Assistant II, La Costa Adult Education School, effective September 21, 2017.

Loren Urtula, Campus Security Assistant, Cunha Intermediate School, effective September 18, 2017.

2. OFFERS OF SHORT TERM EMPLOYMENT FOR 2017-2018

Krysta Banazek, School Linked Services Director/Clinical Supervisor, effective July 1, 2017.

Lindsey DeMicheli, School-Based Mental Health Clinical Intern, El Granada Elementary School, effective September 7, 2017.

Geraldo Gonzalez, School-Based Mental Health Clinical Intern, Hatch Elementary School, effective September 7, 2017.

Philip Gratz, School-Based Mental Health Clinical Intern, Cunha Intermediate School, effective September 7, 2017.

Loryn Hicks, School-Based Mental Health Clinical Intern, Pilarcitos High School, effective September 7, 2017.

OFFERS OF SHORT TERM EMPLOYMENT FOR 2017-2018-continued

Diana Luykx, School-Based Mental Health Clinical Intern, District Office, effective September 7, 2017.

Linda Meyer, School-Based Mental Health Clinical Intern, Farallone View Elementary School, effective September 7, 2017.

Caroline Morton, School Linked Services Director/Clinical Supervisor, effective July 1, 2017.

3. RESIGNATION

Hilda Villegas, Administrative Assistant II, La Costa Adult Education School, effective September 20, 2017.

FINANCIAL IMPACT:

Financial impact is included in the budget.

RECOMMENDATION:

Approve the Classified Personnel report.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: October 12, 2017

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.d

BOARD AGENDA ITEM: Approve the Alliant International University Student Teacher and Teacher Intern Agreement from August 1, 2017 to July 31, 2022

DEPARTMENT: Personnel

CONTACT PERSON: John Corry, Assistant Superintendent, Personnel and Pupil Services

BACKGROUND INFORMATION:

The District has chosen to enter a student teacher and teacher intern contract with Alliant International University in order to participate in their student teacher and teach intern programs.

The student teachers and teacher interns practice under the supervision of a master teacher, an experienced teacher, employed by the District.

REPORT/PROPOSAL

The general guidelines for student teachers and teacher interns vary between credential emphasis. For the 2017-2022 school years, students from Alliant International University will be assigned to the Cabrillo Unified School District.

FINANCIAL IMPACT:

There is no financial impact on the General Fund.

RECOMMENDATION:

Approve the Alliant International University Student Teacher and Teacher Intern Agreement from August 1, 2017 to July 31, 2022.

Alliant International University
California School of Education

MEMORANDUM OF UNDERSTANDING
Between
ALLIANT INTERNATIONAL UNIVERSITY, INC. A CALIFORNIA BENEFIT CORPORATION
And
CABRILLO UNIFIED SCHOOL DISTRICT

Alliant International University, Inc. A California Benefit Corporation ("University") and Cabrillo Unified School District ("District") agree to the following conditions that apply to Practicum Students, Student Teachers, and Interns who are or will be enrolled in the Teacher Credential Program, the MA/PPS: School Psychology Program or School Counseling Program through the California School of Education at Alliant International University and will be serving their Practicum or Internship in the District. Interns nominated by either Alliant International University or the District shall be mutually acceptable by both Alliant International University and the District, and shall be subject to a mutually acceptable placement within the District. This Memorandum of Understanding shall become effective August 1, 2017 for a period of five (5) calendar years. This Memorandum of Understanding may be terminated by either party with sixty (60) days written notice, unless both parties agree to an earlier termination date. Any termination of the Memorandum of Understanding by either party shall not affect the status of any intern who has been placed with the district prior to the effective date of termination.

Alliant International University agrees and certifies that:

1. Each Candidate shall have passed the Basic Skills Requirement or California Educational Basic Skill Test (CBEST) and, for Student Teachers and Teacher Interns, required subject matter competency prior to assuming Intern services or responsibilities.

2. Each Candidate shall possess a B.A. Degree, documented by official transcripts with a minimum overall GPA of 3.0. Teacher Credential Interns shall have passed the subject matter requirement.

3. Each Teacher Intern shall have a minimum of 120 hours of verified pre-service experience with students in educational settings. Each School Psychology Intern shall have a minimum of 400 hours of verified Practicum experience and each School Counseling Intern shall have a minimum of 100 hours of verified Practicum experience.

4. Each Teacher Intern shall have passed U.S. Constitution coursework or examination.

5. Each Candidate shall be provided adequate supervision, advice, encouragement and support, as appropriate, by Alliant International University personnel, including but not limited to the University faculty and the University field supervisor as directed by California Commission on Teacher Credentialing Standards.

6. University Supervisors will observe and evaluate teacher interns at least six times during a semester and allocate time with each intern after each visit to discuss the observation.

7. University Supervisors will meet with District Support Providers at the beginning of the candidate's field placement in order to establish roles and duties in order to best support the candidate.

8. For Teacher Education programs, District Support Providers will be required to provide one evaluation per Alliant academic term (8 weeks) using Alliant's evaluative matrix based on the Teacher Performance Expectations (TPE) established by the Commission on Teacher Credentialing (CTC).

Cabrillo Unified School District agrees and certifies that:

1. The purpose of the Internship Program is to add to the pool of qualified teachers, school psychologists, or school counselors that the District has continually sought to maintain.

2. The Intern's services shall meet the instructional or service needs of the District.

3. Each Intern shall be assigned as an Intern under a contract with an appointment of at least .60 FTE of her/his workday, and placed in a job that shall allow for substantial experience in instructional or service duties.

4. No appointment shall be made unless the prospective employee provides proof of fingerprint clearance or photocopy of California teaching permit, and verification that he or she is free from tuberculosis.

5. No Intern shall displace any fully credentialed employee in the District.

6. Each Intern shall be provided adequate supervision, advice, encouragement and support, as appropriate, by District personnel, including but not limited to both an immediate field supervisor and an in-district mentor as directed by California Commission on Teacher Credentialing Standards.

7. The District and University, in partnership, must provide a total of 189 hours annually of support for each teacher intern (45 hours of which will be dedicated to ELL support).

8. The Intern's salary shall not be reduced to pay for the supervision of that Intern.

9. The Intern will apply to the California School of Education at Alliant International University for the Intern Credential within the first semester of coursework.

10. District Support Providers will meet with University Supervisors at the beginning of the candidate's field placement in order to establish roles and duties in order to best support the candidate.

11. The District Support Provider will observe and evaluate each intern teacher at least one time during a term (4 times in an academic year) and allocate time with each intern after each visit to discuss the observation. The District Support Provider will provide evidence of each observation and evaluation to the University Supervisor.

12. District Site Support Providers must hold credentials in the same areas as the interns they support and/or hold an Administrative Services Credential.

13. All intern teachers and student teachers must have experience working with diverse student populations including English Language Learners (ELLs), students with disabilities, and students from varying socioeconomic statuses. For Clinical Practice placements, at least 10% of the student body must comprise of ELLs, students with disabilities, and students from a low socio-economic background. If a candidate is in a Clinical Practice placement that falls short of the 10% threshold in any of the aforementioned areas,

the district understands that for each percentage point below that threshold, the candidate will be required to observe for two full days in either an ELL classroom, a Special Education classroom, or a classroom at a Title 1 school, depending on the area or areas, of deficient diverse student population group(s), to gain sufficient experience in those student population groups.

14. District Intern Support Providers, District Induction Support Providers (Education Specialist Clear Credential), and master teachers must have a minimum of three years teaching experience, have a Clear Credential in the credential area they are supervising (or an Administrative Service Credential), and have a Master's degree or equivalent. The district confirms that its Intern Support Providers and Induction Support Providers have been adequately trained in their supervisory roles.

INSURANCE

Alliant International University, Inc. shall maintain commercial general liability insurance from an insurance carrier with an AM Best rating of A- VII or better in the minimum amounts of $1,000,000 per occurrence, $3,000,000 general aggregate and shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Agreement.

Cabrillo Unified School District shall provide and maintain commercial general liability insurance acceptable to Alliant International University, Inc. or utilize a program of self-insurance in the minimum amounts of $1,000,000 combined single limit, $3,000,000 general aggregate and upon request shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Agreement.

Alliant International University does not furnish workers' compensation for students participating in this program. It is understood that Student Teachers are not employees of the Cabrillo Unified School District. Alliant International University, Inc., at its discretion, may maintain at its sole expense workers' compensation and employer's liability for students who are participating in its program.

MUTUAL HOLD HARMLESS AND INDEMNIFICATION

Alliant International University, Inc. shall hold harmless, defend and indemnify Cabrillo Unified School District and its officers, employees, and agents from any and all losses, demands, claims, damages (including costs and attorneys' fees), or causes of action arising from any negligent act or omission or willful misconduct of Alliant International University, Inc., its officers, employees, or student teachers incurred in the performance of this Agreement.

Cabrillo Unified School District shall hold harmless, defend and indemnify Alliant International University and its officers, employees, and agents from any and all losses, demands, claims, damages (including costs and attorneys' fees), or causes of action arising from any negligent act or omission or willful misconduct of Cabrillo Unified School District, its officers, employees, or agents incurred in the performance of this Agreement.

Alliant International University:

Andy Vaughn, President
Alliant International University

Date

Dr. Mary Oling-Sisay, Dean
California School of Education
Alliant International University

Date

Cabrillo Unified School District:

Freya McCamant

President, Board of Education, Cabrillo Unified School District

Date

Jane Yuster

Superintendent, Cabrillo Unified School District

Date

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: October 12, 2017

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.e

BOARD AGENDA ITEM: Approve Donations to Cabrillo Unified School District

DEPARTMENT: Business Department

CONTACT PERSON: Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

The Governing Board routinely reviews the monthly donation reports.

REPORT/PROPOSAL:

Pursuant to the Governing Board Policy 3290, the Governing Board is to accept donations on behalf of the district or any school in the district.

HALF MOON BAY HIGH SCHOOL $3,050

Sport/Club/Scholarship

Lisa L. Hansen
Susan & Jason Young
Michelle & Alexander Hogg
Sharis & Pedro Castro Santos
Katy &Gary Jaeger
Kristine & Neal East
Nadia & George Popyack
Lynn & Gerald Martuscelli
Maria & Matt King
Sarah & Thomas Hughes
Rosalie R. Simrock
Rosa & Allan Brody
Leann & Troy Kennedy
Tamara & Mark Shuttle
Randy Ralston & Linda Mendiola
Aria Liaghat & Amy Sullivan
Deidre Harger
Jennifer Guevara

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Approve donations to Cabrillo Unified School District.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: October 12, 2017

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.f

BOARD AGENDA ITEM: Accept Enrollment Report for the First Month 2017-2018 School Year

DEPARTMENT: Business Department

CONTACT PERSON: Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

The Governing Board routinely reviews the monthly enrollment reports.

REPORT/PROPOSAL:

The enrollment report for the first month of the 2017-2018 school year is being presented to the Governing Board for information.

FINANCIAL IMPACT:

There is no financial impact to the District.

RECOMMENDATION:

Accept enrollment report for the first month of the 2017-2018 school year.

CABRILLO UNIFIED SCHOOL DISTRICT
2017-2018 SCHOOL YEAR
ENROLLMENT REPORT

School Month No. **1** **Date:** **9/15/2017**

Grade	El Granada	Farallone View	Hatch	Kings Mountain	Cunha	Half Moon Bay High	Pilarcitos	Home & Independent Study	TOTALS
TK	17	16	13	0	-	-	-	0	46
K	72	56	74	12	-	-	-	0	214
1	49	49	94	11	-	-	-	0	203
2	54	46	101	12	-	-	-	0	213
3	61	46	98	12	-	-	-	0	217
4	70	48	116	13	-	-	-	0	247
5	56	54	88	13	-	-	-	0	211
6	-	-	-	-	258	-	-	0	258
7	-	-	-	-	260	-	-	0	260
8	-	-	-	-	254	-	-	1	255
9	-	-	-	-	-	258	0	0	258
10	-	-	-	-	-	251	1	1	253
11	-	-	-	-	-	220	10	5	235
12	-	-	-	-	-	240	17	7	264
Total Regular Enrollment	379	315	584	73	772	969	28	14	3134
SDC Student Enrollment	23	0	0	0	20	15	0	0	58
TOTAL ENROLLMENT	**402**	**315**	**584**	**73**	**792**	**984**	**28**	**14**	**3192**
Total Enrollment as of 9/16/16	419	316	616	67	792	976	29	23	3238
Difference between 9/16/2016 Total Enrollment and 9/15/2017 Total Enrollment	**-17**	**-1**	**-32**	**6**	**0**	**8**	**-1**	**-9**	**-46**
Total Enrollment as of 6/15/17	424	315	611	67	786	939	36	29	3207
Difference between 6/15/17 Total Enrollment and 9/15/17 Total Enrollment	**-22**	**0**	**-27**	**6**	**6**	**45**	**-8**	**-15**	**-15**

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: October 12, 2017

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.g

BOARD AGENDA ITEM: Approve Declaration of District Property as Surplus

DEPARTMENT: Business Department

CONTACT PERSON: Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

The Governing Board recognizes the need to continually enhance student learning by providing access to high quality textbooks, equipment and other instructional materials. From time to time, the District identifies materials that are no longer needed. These items are catalogued and a notice is sent to the school sites advertising the free distribution of these items. The remaining items are then brought to the Board for the purpose of being declared surplus. This action allows us to either sell or donate the items.

REPORT/PROPOSAL:

A number of machines in the Industrial Arts shop are obsolete and need to be moved to make room for already purchased modern machinery.

- Powermatic 10 inch table saw — Cabrillo #1661
- Powermatic 20 inch band saw — Cabrillo #1362
- Powermatic 20 inch planer — Cabrillo #1671
- Dewalt 10 inch slide miter saw — No Cabrillo number
- Powermatic Model No. 30 — Cabrillo #1664 Serial number 66-7048

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Approve declaration of District property as surplus.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: October 12, 2017

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.h

BOARD AGENDA ITEM: Approve Quarterly Report on Williams Uniform Complaints (Education Code §35186)

DEPARTMENT: Superintendent/Governing Board

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND:

In May 2000, the American Civil Liberties Union (ACLU) and other public interest groups filed a lawsuit against the State of California alleging the state had failed to provide poor and underprivileged students with equal educational opportunities by providing these students with inadequate facilities, insufficient educational materials, and with teachers who were not fully credentialed. This requirement only refers to the types of complaints listed above.

On August 13, 2004, Governor Schwarzenegger and the State of California settled the lawsuit. As part of the lawsuit, the State of California agreed to enact legislation and provide funding to address the issues in the lawsuit. On September 29, 2004, Governor Schwarzenegger signed five bills to implement the settlement as urgency measures. Assembly Bill 2727 and Education Code §35186 require school districts to submit quarterly reports on Williams Uniform Complaints to their Governing Boards.

REPORT/PROPOSAL:

There have been no Williams Uniform Complaints (Education Code §35186) received by the Cabrillo Unified School District during the previous quarter.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Approve quarterly report on Williams Uniform Complaints (Education Code §35186).

Williams Report for 07-01-17 to 09-30-17

SAN MATEO COUNTY OFFICE OF EDUCATION

Quarterly Report on Williams Uniform Complaints
[Education Code § 35186]

District: Cabrillo Unified School District

Person completing this form: Patricia Serrano Title: Administrative Assistant to the Superintendent

Quarterly Report Submission Date:
(*check one*)

XX October 31, 2017 (Covers 7/1/17 – 9/30/17)
θ January 31, 2018 (Covers 10/1/17 – 12/31/17)
θ April 30, 2018 (Covers 1/1/18 – 3/31/18)
θ July 31, 2018 (Covers 4/1/18 – 6/30/18)

Date for information to be reported publicly at governing board meeting: October 12, 2017

Please check the box that applies:

XX No complaints were filed with any school in the district during the quarter indicated above.

θ 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 sent to SMCOE.

Please mark the table below with zero if there are no complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Jane Yuster
_____
Print Name of District Superintendent

_____ October 12, 2017
Signature of District Superintendent _____ Date

Remember to sign and date the report **after** *it is presented at your district's board meeting.*

Return via email or fax to
Christian Morales-Aponte
cmaponte@smcoe.org
Phone: (650) 802-5307
Fax: (650) 802-5363

September 22, 2017
CMA

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: October 12, 2017

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.i

BOARD AGENDA ITEM: Approve and Adopt Minutes of September 14, 2017 Regular Governing Board Meeting

DEPARTMENT: Superintendent/Governing Board

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

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

REPORT/PROPOSAL:

The unadopted minutes from the September 14, 2017, regular Governing Board meeting are included in this Board packet for consideration.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Approve and adopt minutes of September 14, 2017, regular Governing Board meeting.

Governing Board Meeting Minutes (Unadopted)

CABRILLO UNIFIED SCHOOL DISTRICT
District Office Board Room
498 Kelly Avenue, Half Moon Bay, CA 94109
September 14, 2017
7:00 PM, (Closed Session 6:00 PM)

Board Members Present:	Ms. Freya McCamant, President Mr. Rob Pappalardo, Vice President Ms. Sophia Layne, Clerk to the Governing Board Dr. Kirk Riemer, Ph.D., Member
Board Member Absent:	Ms. Kimberly Hines, Member
Administrators at the Table:	Ms. Jane Yuster, Superintendent Ms. Joy Dardenelle, Assistant Superintendent Ms. Crystal Leach, Chief Business Official
Student Board Representative:	Mr. Cesar Sarabia, Student Board Representative

1. **CALL TO ORDER - 6:00 P.M.**

2. **ROLL CALL / QUORUM**

____ Ms. Freya McCamant, President
____ Mr. Rob Pappalardo, Vice President
____ Ms. Sophia Layne, Clerk to the Governing Board
____ Dr. Kirk Riemer, Ph.D., Member

3. **COMMENTS FROM THE PUBLIC RELATED TO ITEMS ON THE CLOSED SESSION AGENDA**

None

4. **RECESS TO CLOSED SESSION – 6:01 P.M.**

5. **RECONVENE OPEN SESSION – 7:00 P.M.**

The Governing Board met in closed session from 6:01 p.m. to 6:57 p.m. President McCamant read the following statement:

1. Under Student Matters, the Governing Board voted 4-0 (Member Kimberly Hines absent) to exempt Pilarcitos Continuation High School Student A from compulsory attendance. This student has successfully passed the California High School Proficiency Examination (CHSPE) and would like to attend community college.

6. **PLEDGE OF ALLEGIANCE**

The pledge of allegiance was led by Miss Sumiha East-Bratt, 7th grade student at Cunha Intermediate School.

7. **ADOPTION OF AGENDA AS PRESENTED / AMENDED**

Motion to adopt agenda as presented was made by Member Rob Pappalardo and seconded by Member Kirk Riemer.

(M-12) Passed 4-0 with Student Representative voting aye
Member Kimberly Hines absent

8. **STUDENT / STAFF / COMMUNITY RECOGNITION**

None

9. **COMMENTS FROM THE PUBLIC RELATED TO ITEMS NOT ON THIS AGENDA**

Ms. Colleen Henney, P.O. Box 966 Half Moon Bay, Ca. Ms. Henney, a parent of 6th grade and 7th grade students at Cunha Intermediate School, came to address the Governing Board regarding the dress code at Cunha Intermediate School.

Miss Sumiha East-Bratt and Miss Bella Guerra, 7th grade students at Cunha Intermediate School came to address the Governing Board regarding the dress code at Cunha Intermediate School.

10. **REPRESENTATIVE REPORTS**

CUTA Representative Kathleen Wall welcomed everyone back and said today is the 18th day of school, and everyone is getting to know each other. Ms. Wall welcomed the new administrators to the district and thanked the returning administrators for coming back as well. She thanked the classified for working in solidarity with everyone. Ms. Wall said the new buildings are beautiful and she loved all of the new colors. Ms. Wall also thanked Superintendent Yuster for continuing to make CUSD better and better.

CSEA President Diane Paoli said there are many new employees happy to have received a raise. Ms. Paoli said she hoped everyone had a restful summer and that she can move forward in the new school year, hopefully with less problems.

11. REPORTS / INFORMATION / PRESENTATIONS

a. Receive Report on Cabrillo Unified School District Summer Intervention Programs

Ms. Joy Dardenelle, Assistant Superintendent, Curriculum and Instruction, presented to the Governing Board a report on the 2017 Summer Intervention Programs.

b. Receive 2016-2017 Unaudited Actuals Financial Report

Ms. Crystal Leach, Chief Business Official, presented to the Governing Board the 2016-2017 unaudited actuals financial report.

c. Receive Report on the 2017-2018 "State of the District" Presentation

Superintendent, Jane Yuster presented to the Governing Board the 2nd annual “State of the District” presentation.

12. DISCUSSION ITEMS

a. Discuss Facility Use Rate Schedule for Cabrillo Unified School District

Ms. Crystal Leach, Chief Business Official, presented to the Governing Board a draft of the proposed facility use rate schedule for discussion.

The Governing Board stated they would like to see very clear criteria for all users of district facilities. The Board requested Ms. Leach bring back a final version of the Facility Use Rate Schedule for further discussion. The Board also requested a presentation of the new tool on the facility use request system.

13. COMMUNICATIONS

Board Members

Member Kirk Riemer said he enjoyed attending the Back to School Night at Hatch Elementary. Seeing all of the new faces and the brand new polished site was absolutely wonderful. He reminded the other sites that their time is coming as soon as the district is able.

Member Sophia Layne thanked Superintendent Yuster for her clear announcement following the Deferred Action for Childhood Arrivals (DACA) ruling several weeks ago. She said it is so critical to work together to make our schools open and inviting, being culturally sensitive and to be sure our students and their families feel safe.

Member Rob Pappalardo said he has noted through the district's efforts of retention and acquisition of good teachers, which will make our schools successful. He said a collaborative culture has been brought to the relationships with the district taking us a long way to get us where we need to go. Mr. Pappalardo said the Board is considering another Bond to get the rest of the needed work done for the district. Mr. Pappalardo reminded the community that at the time of passage of the last Bond, there was $246 Million in projects with only a $81 Million Bond. There are still more school projects to be completed and another Bond will be needed. Mr. Pappalardo thanked the community for their continued generosity.

Member McCamant said she attended two back to school nights as a parent and it is always exciting to see the teachers and the many plans for learning. Ms. McCamant said it seems that everyone got off to a great start. She thanked all staff who are up and running and feeling good and comfortable where they are at. She also thanked Superintendent Yuster for her response on the Deferred Action for Childhood Arrivals (DACA) /Dreamers issues. Ms. McCamant reminded everyone of the Resolution passed by the Governing Board in January which still stands, is a reiteration of the law of the land. She said it is the Governing Board's duty to up hold the constitution and to education all students regardless of their status. In closing, Ms. McCamant noted the bravery of the young Cunha students who came to address the Governing Board tonight. Since the student's topic of discussion was not agendized the Board could not respond or discuss the matter.

Student Board Member:

Farallone View Elementary School-
Farallone View had an abundant number of returning and new parents at our Back to School Night. We were glad and honored to have our Superintendent come as a special guest. Farallone View is thankful that one recycled art piece made by a group of primary age students was also showcased that evening. In preparation of our Continent Day, Ms. Scarpaci brought an international music group, Golden Bough, to present a couple of assemblies to our students.

Half Moon Bay High School-
September has started a great new school year for Half Moon Bay High School. September 6th was the annual Back to School Night, which was a great success as parents were directed to their classes thanks to the Leadership class and Cheerleaders. September 8th was the Welcome Back Assembly and Cougar spirit was everywhere. This assembly included a giant relay, cheerleading performances, the revealing of themes for homecoming, and so much more. That same night of the assembly was the first football game on our newly remodeled football field. It was very exciting to see so many people attended our ribbon cutting ceremony and even better the football team had a huge win, 52-0. The month of October will be filled with preparations for an amazing homecoming week and Pumpkin Festival.

Superintendent

Superintendent Yuster said she attended most of the Back to School nights. She apologized to those sites she could not attend. Ms. Yuster asked Ms. Crystal Leach, Chief Business Official, to give the results of the refinancing of district Bonds. Ms. Leach announced the district has been able to successfully refinance the Bonds with a savings on interest of just under 6% which will be a huge saving to the community taxpayers.

14. **CONSENT ITEMS**

a. Approve Overnight Field Trip for Cunha Intermediate School Girls Basketball Team to South Lake Tahoe, California, September 20-22, 2017

b. Approve Overnight Field Trip for Cunha Intermediate School Outdoor Education to YMCA Camp Jones Gulch, La Honda, California, October 23-27, 2017

c. Approve Overnight Field Trip for Half Moon Bay High School Future Farmers of America to Dixon, California, September 22-23, 2017

d. Approve Certificated Personnel Report

e. Approve Classified Personnel Report

f. Approve the National University Student Teaching and Practicum Agreement

g. Accept Donations to Cabrillo Unified School District

h. Approve Declaration of District Property as Surplus

i. Approve Declaration of District Property as Surplus

j. Approval of Change Orders/Additional Work for the Half Moon Bay High School Track Project

k. Approve and Adopt Minutes of August 10, 2017 Regular Governing Board Meeting

Motion to approve consent items as presented was made by Member Kirk Riemer and seconded by Member Rob Pappalardo.

(M-13) Passed 4-0 with Student Representative voting aye
Member Kimberly Hines absent

15. **ACTION ITEMS**

a. Adopt Resolution Nos. 18-17, 19-17, 20-17, 21-17, and 22-17 for Employees Assigned on the Basis of an Education Code Provision

Motion to adopt Resolution Nos. 18-17, 19-17, 20-17, 21-17, and 22-17 for Employees Assigned on the Basis of an Education Code Provision was made by Member Rob Pappalardo and seconded by Member Sophia Layne.

(M-14) Passed 4-0 with Student Representative voting aye
Roll Call:
Ms. Freya McCamant, President - aye
Mr. Rob Pappalardo, Vice President - aye
Ms. Sophia Layne, Clerk to the Governing Board - aye
Ms. Kimberly Hines, Member - absent
Dr. Kirk Riemer, Ph.D., Member – aye

b. Adopt Resolution 23-17 Approving Gann Limit

Motion to adopt Resolution 23-17 Approving Gann Limit was made by Member Sophia Layne and seconded by Member Kirk Riemer.

(M-15) Passed 4-0 with Student Representative vote aye.
Roll Call:
Ms. Freya McCamant, President - aye
Mr. Rob Pappalardo, Vice President - aye
Ms. Sophia Layne, Clerk to the Governing Board - aye
Ms. Kimberly Hines, Member - absent
Dr. Kirk Riemer, Ph.D., Member - aye

c. Approve 2016-2017 Unaudited Acutals Financial Report

Motion to approve the 2016-2017 Unaudited Acutals Financial Report was made by Member Kirk Riemer and seconded by Member Sophia Layne.

(M-16) Passed 4-0 with Student Representative voting aye
Member Kimberly Hines absent

d. Approve Lease-Leaseback Agreement Contract with Blach Construction

Motion to approve the Lease-Leaseback Agreement Contract with Blach Construction was made by Member Rob Pappalardo and seconded by Member Sophia Layne.

(M-17) Passed 4-0 with Student Representative voting aye
Member Kimberly Hines absent

16. **ADJOURNMENT OF THE MEETING**

Motion to adjourn made by Member Sophia Layne and seconded by Member Kirk Riemer.

(M-18) Passed 4-0 with Student Representative voting aye
Member Kimberly Hines absent

Meeting was adjourned at 9:14 p.m.

Minutes prepared by Patricia Serrano, Administrative Assistant to the Superintendent

Minutes presented by Jane Yuster, Secretary to the Governing Board

Certified by:

_____ _____

Sophia Layne Date
Clerk to the Governing Board

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: October 12, 2017

☒ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 15.a

BOARD AGENDA ITEM: Hold Public Hearing and Adopt Resolution No. 24-17 to Approve the Statement of Assurances for the Pupil Textbook and Instructional Incentive Program for the 2017-2018 School Year

DEPARTMENT: Curriculum/Instruction/Assessment

CONTACT PERSON: Joy Dardenelle, Assistant Superintendent, Curriculum and Instruction

BACKGROUND INFORMATION:

Education Code 60119 states that in order to be eligible to receive funds available for the public for the purposes of this article, the Governing Board shall hold a public hearing and make a determination that each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home.

REPORT/PROPOSAL:

The administration has reviewed the textbook inventory and had confirmed that all students have sufficient materials as prescribed by Education Code 60119.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Hold public hearing and adoption Resolution No. 24-17 to approve the Statement of Assurances for the Pupil Textbook and Instructional Incentive program for the 2017-2018 school year.

CABRILLO UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 24-17

Resolution Regarding Sufficiency of Instructional Materials

WHEREAS, the Governing Board of Cabrillo Unified School District, in order to comply with the requirements of Education Code Section 60119 held a public hearing on October 12, 2017 at 7:00 pm, which did not take place during or immediately following school hours, and;

WHEREAS, the Governing Board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

WHEREAS, the Governing Board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

WHEREAS, information provided at the public hearing and to the Governing Board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district, and;

WHEREAS, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, and;

WHEREAS, sufficient textbooks and instructional materials were provided to each student, including English learners, in mathematics, science, history-social science, and English language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, and;

WHEREAS, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

WHEREAS, sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive;

THEREFORE, BE IT RESOLVED that for the 2017-2018 school year, the Cabrillo Unified School District has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks.

PASSED AND ADOPTED RESOLUTION NO. 24-17 by the Governing Board of Cabrillo Unified School District on October 12, 2017, Half Moon Bay, San Mateo County, by the following votes:

Resolution No. 24-17 continued: next page

AYES in Favor of Said Resolution:	NOES Against Said Resolution:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
ABSENT:	ABSTENTION:
_____	_____

I hereby certify that the foregoing is a true and correct copy of Resolution No. 24-17 of the Governing Board of the Cabrillo Unified School District of San Mateo County adopted by said Governing Board at its regular meeting on October 12, 2017.

Signed:_____ Date: _____

Sophia Layne
Clerk to the Governing Board
Cabrillo Unified School District

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Jane Yuster

GOVERNING BOARD
Kimberly Hines
Sophia Layne
Freya McCamant
Robert Pappalardo
Kirk Riemer

NOTICE OF PUBLIC HEARING

The Cabrillo Unified School District will hold a public hearing on the certification of compliance with Education Code section 60119, State of Assurance for the Pupil Textbook and Instructional Incentive Program for the 2017-2018 school year.

Thursday, October 12, 2017 at 7:00 p.m.
Cabrillo Unified School District Board Room
498 Kelly Ave., Half Moon Bay, CA 94019

This is a requirement of the California State Department of Education

Posted: October 2, 2017

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: October 12, 2017

☒ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 15.b

BOARD AGENDA ITEM: Approve Single Plan for Student Achievement for all School Sites

DEPARTMENT: Curriculum & Instruction

CONTACT PERSON: Joy Dardenelle, Assistant Superintendent, Curriculum and Instruction
Irene Preciado, Director, Categorical Programs

BACKGROUND INFORMATION:

Pursuant to California *Education Code* (*EC*) Section 64001 and the Federal Elementary and Secondary Education Act (ESEA) schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement funds consolidate all school plans into the Single Plan for Student Achievement.

The purpose of the Single Plan for Student Achievement (SPSA) is to coordinate all educational services at the school site. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in *EC* Section 64000 will be used to improve the academic performance of all pupils. School goals shall be based upon an analysis of verifiable data. The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

REPORT/PROPOSAL:

The Principals have worked with their School Site Councils to develop their individual Single Plan for Student Achievement. This presentation shares unique highlights and the strategies that each site is implementing.

FINANCIAL IMPACT:

The financial impact is included in the budget.

RECOMMENDATION:

Approve Single Plan for Student Achievement for all school sites.

The Single Plan for Student Achievement

School: Pilarcitos High School

CDS Code: 41688904130027

District: Cabrillo Unified School District

Principal: Rajan Bechar

Revision Date: September 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Rajan Bechar

Position: Principal

Phone Number: 650 712 7224

Address: 498 Kelly Ave.
Half Moon Bay, CA, 94019

E-mail Address: becharr@cabrillo.k12.ca.us

The District Governing Board approved this revision of the SPSA on October 12, 2017.

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School Vision and Mission

Pilarcitos High School's Vision and Mission Statements
Pilarcitos High School is an alternative program for students Grades 9-12 that focuses on individualized learning and credit recovery contracts with the final goal being attainment of a high school diploma, or in some cases, passing the GED or CHSPE high school equivalency exams. Some students attend Pilarcitos for a short time and then return to the traditional high school to graduate. Students at Pilarcitos are provided a comprehensive high school curriculum complete with letter grading. The school is staffed with an excellent and committed team of educators who provide the students with the support and resources they need to attain a high school diploma. The hallmark of Pilarcitos is the connections students make in the outside world. Many students maintain jobs and learn skills that will serve them when they graduate. Like other District schools, the environment is safe and students work collaboratively together in a respectful environment. Pilarcitos is currently working towards comprehensive PBIS implementation, and expanding and improving our curriculum offerings, all in an effort to better serve our students' unique needs and align with our district's LCAP Goals. Lastly, in February 2017 our program entered a brand new facility. Our staff is currently engaged implementing necessary initiatives to maximize the benefits of being housed in a fully functional school site.

School Profile

We believe it is our responsibility to provide for the comprehensive instruction and individualized educational needs of all students. Our school's educational objectives, within the scope of our district's goals, offer pupils the opportunity to develop the necessary skills needed to function as members of the social groups in our democratic society. The teachers and staff of Pilarcitos High School believe the following philosophical tenets serve as a basis for our commitment to the education of our district's continuation students.

We recognize the necessity of providing an alternative learning environment that will provide the student with an opportunity to:
1. complete the required academic course of instruction to graduate from high school.
2. participate in a program of instruction, emphasizing occupational orientation or a work-study schedule, and offers guidance services to meet the special needs of pupils.
3. participate in a program designed to meet the educational needs of each pupil, including but not limited to, Independent Study, Work Experience and Career Technical Education as a supplement to classroom instruction.
4. be committed to holistically improving their physical, emotional and mental health.

In order to facilitate these goals, Pilarcitos High School believes in providing a cooperative rather than a competitive learning environment that is learner focused, and one in which the student assumes a major responsibility for his or her education. It is our philosophy that our students are or will soon become young adults and are responsible for the decisions they make. Decisions are basically derived from an established set of values. We believe it is important to help students clarify their values and enable them to understand the cause and effect relationship on value-based decisions.

In this type of atmosphere, we believe we can help students to:
1. clarify their personal and educational values.
2. develop a positive self-concept.
3. achieve their personal and educational goals.
4. become more productive citizens.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Pilarcitos High School has a staff of 12 which includes 6 teachers, an administrative assistant, a school community relations assistant, a mental health specialist/clinical supervisor, a counseling intern, an art specialist and a principal. Informal surveys regarding student achievement, curriculum adoption, master scheduling, and school climate are held regularly at weekly staff meetings. Students are surveyed daily both individually and as a group regarding school climate, course offerings and site logistics. We survey parents regarding LCAP funding during School Site Council meetings.

Surveys of students, parents and teachers have the following common themes:

1. improving attendance
2. improving community perception of school through philanthropy
3. broadening our course of study to include elective courses and comprehensive physical education courses
4. providing counseling and mental health services

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The school principal formally observes teachers according to the Cabrillo Unified Teacher's Association Contract. Informal classroom observations happen daily. All staff at Pilarcitos are highly skilled educators who are committed to assisting students in achieving their primary goal of earning a high school diploma.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   Each February-May English Language Learner students take the English Language Proficiency Assessments for California (ELPAC) to determine English language proficiency . The results assist teachers in identifying which English credit recovery options (textbooks or online curriculum) are appropriate for these students (and how this curriculum should be scaffolded during direct instruction)

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   English Language Proficiency Assessments for California (ELPAC), California Assessment of Student Performance and Progress (CAASPP), Khan Academy (online adaptive math curriculum), IXL (online English curriculum) and Apex Learning student achievement data, as well as teacher assessments of student progress assist staff in modifying instruction to individual students.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   Status currently not met. Full time staff member is currently preparing for CSET examinations to be highly qualified in mathematics.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   All teachers at Pilarcitos have single subject teaching credentials. This year's staff development focuses on English Language Development, Positive Behavioral Interventions and Supports (PBIS) and technology-enhanced learning.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

   Our staff development focuses on aligning accelerated, self-paced credit recovery with common core state standards. A large portion of our curriculum is based on building student awareness of career opportunities and college readiness. Simultaneously student literacy is on the forefront of daily instruction with the goal of reclassification of English Language Learners to fully English proficient.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   With a teaching staff of 6, site principal works alongside teachers to offer support as an instructional leader. Staff has clearly stated the need for ELD training.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

   Site principal and teachers meet weekly to discuss students' academic achievements and challenges. One focus of our weekly collaboration has been in the area of fully implementing Apex Learning curriculum to address our students' unique academic needs. Credit recovery options are continually discussed, examined and revised based on their success. Ten weekly collaborations will consist of Integrated ELD training from Cabrillo Unified School District's Directory of Categorical Programs.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

   Currently we are revising our curriculum to provide at-grade level credit recovery options, as well as below-grade level credit recovery options. This revision includes the implementation of a dedicated ELD class for 5th year seniors who have not been reclassified and face challenges with English proficiency and meeting high school English credit requirements, as well as Apex Learning (technology-enhanced learning)

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

   Continuation high school students are required to attend school for 15 hours/week. We exceed this mandated time by 1 hour and 45 minutes.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

    The master schedule allows for flexibility for intervention courses. The independent work classes allow for other intervention classes to be scheduled during the school day, whether as whole class intervention, or small group tutoring.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Students have varied access to standards-based instructional materials. We are in the process of exploring standards-based instructional materials which meet the needs of all levels of our students. Staff is continually researching instructional materials to enhance the educational experience for our students

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Students have access to SBE-adoped and standards aligned instructional materials. Based on their academic levels, students are placed in appropriate courses using the materials that best fit their needs, whether intervention or high-leveled materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers have been trained in pedagogical techniques focused on acceleration. Teachers also provide instruction that requires hands on learning and the use of technology.

14. Research-based educational practices to raise student achievement

Students participate in numerous educational practices that are based in research. Students are encouraged to participate in Coyote Farms Marketing and Distribution which provides opportunities to explore and participate in entrepreneurial skills. Additionally, most of our students participate in Fresh Lifelines for Youth (FLY), a youth based law program. FLY's mission is to prevent juvenile crime and incarceration through legal education, leadership training, mock trials and one-on-one mentoring.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Many of the parents of Pilarcitos students are unsure of how to best support school related functions. Our goal is to create as many family engagement opportunities as possible through a monthly newsletter, parent-teacher conferences, parent educational opportunities, monthly CUSD School Pantry food distribution and our annual Coyote Family Day.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Members of the community, parents, classroom teachers and other school personnel participate in the planning, implementation, and evaluation of the Single Plan for Student Achievement. The School Site Council allows individuals to provide feedback as we update our plan.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

In addition to district LCAP funds, site categorical funds will help fund Challenge Day and Restorative Justice training for our staff.

18. Fiscal support (EPC)

The Cabrillo Unified School District provides fiscal support for our school site to meet the state required Nine Essential Program Components in supporting academic student achievement.

Description of Barriers and Related School Goals

Pilarcitos High School is an alternative school that serves as Cabrillo Unified School District's continuation school. Here, students can learn, grow, and flourish at their own pace. Students come to us during their sophomore, junior, or senior year after they've become deficient in credits and can no longer graduate from Half Moon Bay High School. Because of this, the common perception among students, parents, and the community is that students who attend Pilarcitos have failed thus far and will fail in life. This is currently a barrier that we are fighting to change. For our students, a conventional high school program did not fit their needs, and we are constantly reminding teens and their families that success can be achieved and defined in various ways. Our students are thoughtful, creative, innovative individuals with different learning and working styles. Most Pilarcitos students, however, have a fixed, negative mindset regarding their education. Often times they have not been successful in a conventional classroom setting for many years. To counter this, we offer opportunities to learn through service learning and philanthropy, providing an honest way for disengaged students to become engaged in their school and education. This service learning not only reconnects students to their own learning, but also helps to alter the community's perception of our students and school.

In the past students at Pilarcitos have not had access to many of the same basic school services that other high school students in the district receive. Currently we have added to our staff a School Community Relations Assistant to support communication parents and staff. In addition to this, we have also added a social/emotional therapist to assist our students. Because of this, it is important that we as teachers view the students holistically, taking into account all aspects of their being. For many of our students, money and family safety weighs just as heavily as earning their high school diploma. It is important that we honor this.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	19	15	*	12	11	*	9	9	*	63.2	73.3	
All Grades	19	15	*	12	11	*	9	9	*	63.2	73.3	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2462.7	2525.6	*	0	0	*	17	44	*	8	11	*	50	44	*
All Grades	N/A	N/A	N/A	0	0	*	17	44	*	8	11	*	50	44	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	11	13	*	22	63	*	67	25	*
All Grades	11	13	*	22	63	*	67	25	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	11	*	22	33	*	78	56	*
All Grades	0	11	*	22	33	*	78	56	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	*	44	78	*	56	22	*
All Grades	0	0	*	44	78	*	56	22	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	11	13	*	56	63	*	33	25	*
All Grades	11	13	*	56	63	*	33	25	*

Conclusions based on this data:

1. The analysis of the CAASPP data shows that in the last three years, students who met the standard in ELA/Lit increased by 10.4%.
2. In the same period of time, students who nearly met standard, increased by 15.6%.
3. In the same period of time, students who did not meet standard, decreased by 25.9%.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	19	14	*	11	9	*	9	4	*	57.9	64.3	
All Grades	19	14	*	11	9	*	9	4	*	57.9	64.3	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2407.9	*	*	0	*	*	0	*	*	0	*	*	82	*	*
All Grades	N/A	N/A	N/A	0	*	*	0	*	*	0	*	*	82	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	*	*	0	*	*	100	*	*
All Grades	0	*	*	0	*	*	100	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	*	*	22	*	*	78	*	*
All Grades	0	*	*	22	*	*	78	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	*	*	67	*	*	33	*	*
All Grades	0	*	*	67	*	*	33	*	*

Conclusions based on this data:

1. Even though there was 0.7% decrease in the number of students who exceeded standard from 2015-2016, there was a 0.4% increase from 2014-2015.
   (2014-2015: 12.6%; 2015-2016: 13.7%; 2016-2017: 13%)

2. There was a 1.6% increase in the number of students who met standard from 2014-2015 to 2016-2017

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
10						***						***			
11			***	50	***		50	***							
12	14	13	8	57	63	58	29	25	25			8			
Total	9	10	13	55	60	53	36	30	20			13			

Conclusions based on this data:

1. In the domain of listening, of the 14 students tested, 4 of them showed a negative movement (29%) and 7 of them showed no movement (50%)
2. In the domain of speaking, of the 14 students tested, two of them showed negative movement (14%) and 9 of them showed no movement (64%).

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
11				50	***		50	***							
12	14	13		57	63		29	25							
Total	9	10		55	60		36	30							

Conclusions based on this data:

1. The data indicates that students at Pilarcitos High School have varying levels of English proficiency, thus our goal is to target these learners with English intervention to increase their proficiency
2. At-grade level and below-grade level instruction and materials are necessary in order to properly serve our students

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement: Literacy and Reclassification
LEA GOAL:
All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Language Learner students.
SCHOOL GOAL #1:
Increase the English Language Learner (ELL) graduation rate by 5% by June 2018.
Data Used to Form this Goal:
1. Graduation rates of ELL and English Only (EO) students. 2. Student performance data from the California English Language Development Test (CELDT). 3. Student performance data from the English Language Arts/Literature (ELA/Lit) portion of the California Assessment of Student Performance and Progress (CAASPP) examination. 4. Daily teacher observations. 5. Continual transcript analysis. 6. Teaching staff feedback in weekly collaboration meetings regarding professional learning and curriculum focused on English Language Development (ELD)
Findings from the Analysis of this Data:
1. The CELDT movement report (movement from 2015-2016 to 2016-2017) from the Educator's Assessment Data Management System (EADMS) shows that in the domain of listening, of the 14 students tested, 4 of them showed a negative movement (29%) and 7 of them showed no movement (50%). In the domain of speaking, of the 14 students tested, two of them showed negative movement (14%) and 9 of them showed no movement (64%). 2. The analysis of the CAASPP data shows that in the last three years, students who met the standard in ELA/Lit increased by 10.4%. In the same period of time, students who nearly met standard, increased by 15.6%. Lastly, in the same period of time, students who did not meet standard, decreased by 25.9%. 3. Teaching staff feedback during the 2016-2017 school year confirmed the positive impact that focused professional development has had on ELA/Lit student achievement. This feedback also supported the need for continued ELD professional learning and curriculum adoption to maximize effective instruction in the 17-18 school year. 4. Transcript analysis during the 2016-2017 showed that the average number of deficient English credits needed for graduation for incoming 12th graders is 12.4. 5. The graduation rates of both EO students ELL students has consistently improved for the last 3 years. However the gap between the graduation rates of these two groups remains. EO students are graduating at a rate as much as 22% higher and as low as 10% higher than their ELL classmates.
How the School will Evaluate the Progress of this Goal:
The school will monitor graduation rates of EO and ELL students in December 2017 and June 2018.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Research designated ELD curriculum options. Decide on curriculum to pilot.	Fall Semester 2017	Common Core Curriculum Developers				
Teachers will receive 9 hour long professional learning sessions in designated and integrated ELD from Director of Categorical Programs during collaboration time.	August, 2017 - June, 2018	Principal, Director of Categorical Programs and teaching staff				
Renew IXL (online supplementary English curriculum for ELL's)	September 2017	Teacher and administrative assistant	curriculum	4000-4999: Books And Supplies	Title III	300
Peer tutoring programming between Half Moon Bay High School Reclassified Fluent English Proficient (RFEP) students and Pilarcitos High School ELL students	September 2017 - June 2018	Teachers, principal and student tutors				
Two Super Tuesday Professional Learning sessions will be dedicated to Integrated ELD training	January and February 2018	Teachers and principal				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Readiness
LEA GOAL:
Increase the percentage of students who are engaged in curriculum that prepares them to be college and career ready.
SCHOOL GOAL #2:
Increase the average score of the Panorama Student Survey by 0.5 of a point in the Grit and Valuing of School topics by Fall 2018 in order to develop student awareness of, and increase exposure to, career opportunities and college readiness.
Data Used to Form this Goal:
1. The Grit and Valuing of School topics from the Fall 2016 Panorama Student Survey 2. Anecdotal and empirical data from staff observations of current students during the 2016-17 school year
Findings from the Analysis of this Data:
1. When asked questions measuring Grit in Fall 2016, student answers resulted in an average of 3.21 out of 5 (up 0.10 from Fall 2015 and 0.33 less than the district average). When asked questions measuring Valuing of School in Fall 2016, student answers resulted in an average of 3.16 out of 5 (up 0.13 from Fall 2015 and 0.33 less than the district average). 2. Anecdotal and empirical data from staff observations of current students during the 2016-17 school year showed a need to increase their knowledge of how to research and enroll in post secondary education programs and/or enter careers of interest to them.
How the School will Evaluate the Progress of this Goal:
1. Monitor the results of the Fall 2017 and Fall 2018 Panorama Student Survey (Grit and Valuing of School topics) 2. Continue to capture anecdotal and empirical data from staff observations of current students during the 2017-2018 school year in regards to their knowledge of how to research and enroll in post secondary education programs and/or enter careers of interest to them. 3. Capture results of exit survey assessing graduates' post secondary education and career plans

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule 4 college field trips focused on entrance requirements, orientation and admission.	August, 2017 - June, 2018	Principal and staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule 6 guest speakers featuring career opportunities of high student interest	August, 2017 - June, 2018	Principal and staff				
Create an exit survey for graduating seniors to determine students' plans for college and career	May 2018	Principal and staff				
Review, select and implement Panorama Student Survey strategies recommended to increase Grit and Valuing of School	September 2017 - June 2018	Principal and staff				
Administer California Career Zone interest survey to all students	December 2017	Principal and staff				
Have all students attend the Community College Fair at Half Moon Bay High School	February 13, 2018	Principal and staff				
Create College and Career Information Binder that will be available to all students	August 2017 - June 2018	Staff				
Calendar and facilitate Rotary and Chamber of Commerce Career Week	March 2018	Staff				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Communication Plan to Support Parent Involvement
LEA GOAL:
Implement a stakeholder communication plan to support parental involvement.
SCHOOL GOAL #3:
The following four goals were designed to ensure parent awareness of school activities, cultivate a supportive small school community, partner with families in improving student attendance and academic performance, and garner parent participation in shaping the direction of school initiatives: 1. Increase attendance at the Fall 2018 Parent Orientation Night and Fall 2017 Parent-Teacher Conferences by 5%. 2. Maintain at least 85% of families responding favorably on the 2017-2018 Panorama Family Survey within the topic of Barriers to Engagement. 3. Increase the percentage of families who respond favorably on the 2017-2018 Panorama Family Survey within the topic of Family Engagement by 5%. 4. Maintain 3 parent representatives on our School Site Council (SSC)
Data Used to Form this Goal:
1. Fall 2016 Parent-Teacher Conference attendance 2. Orientation Night attendance 3. The Barriers to Engagement and Family Engagement Topics from the 2016-2017 Panorama Family Survey 4. The number of SSC parent representatives
Findings from the Analysis of this Data:
1. 62.5% of families attended our Fall 2016 Parent-Teacher Conferences 2. 60% of families attended our Fall 2017 Orientation Night 3. On the Fall 2016 Panorama Family Survey 85% of families responded favorably within the topic of Barriers to Engagement (6% higher than the district average) and 11% of families responded favorably within the topic of Family Engagement (27% lower than the district average) 3. Historically only one parent has participated on our SSC. For the 2017-2018 school year 3 parents are serving on our SSC.

How the School will Evaluate the Progress of this Goal:
1. Monitor attendance of Fall 2017 Parent-Teacher Conferences 2. Monitor attendance of our August 2018 Orientation Night 3. Monitor the Barriers to Engagement and Family Engagement topic responses of 2017-2018 Panorama Family Survey 4. Ensure federally compliant SSC membership

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Redefine parent involvement as it pertains to Pilarcitos High School highlighting the needs and barriers as well as the strengths and skills that parents bring with them when they engage in their students' education.	August 2016-June 2017	Principal and staff				
Create a support system to engage families including, but not limited to home visits, breakfast with the principal, and an open door policy for all families and community.	August 2016-June 2017	Principal and staff				
Review, select and implement Panorama Parent Survey strategies recommended to increase favorable responses within the topics of Barriers to Engagement and Family Engagement						

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Positive School Climate: Safe and Supported Schools
LEA GOAL:
Create a positive school climate where students feel safe and supported.
SCHOOL GOAL #4:
The following four goals were designed to support safety and a positive school climate: 1. Increase the average score of the Panorama Student Survey by 0.5 of a point in the School Belonging and School Climate topics by Fall 2018 2. Increase attendance rates by 5% by June 2018 3. Decrease suspension rates by 5% by June 2018 4. Maintain an expulsion rate of zero percent.
Data Used to Form this Goal:
1. Attendance, suspension and expulsion data for the 2014-2015, 2015-2016 and 2016-2017 school years 2. The School Belonging and School Climate topics from the Fall 2016 Panorama Student Survey 3. Spring 2017 Challenge Day participation data
Findings from the Analysis of this Data:
1. Expulsion rates for the 2014-2015, 2015-2016 and 2016-2017 school years are all zero percent. 2. Suspension rates decreased from 42% to 28% from the 2014-2015 to the 2015-2016 school. They continued to decrease from 28% to 15% from the 2015-2016 to the 2016-2017 school year. 3. When asked questions measuring School Belonging in Fall 2016, student answers resulted in an average of 3.0 out of 5 (up 0.23 from Fall 2015 and 0.14 less than the district average). When asked questions measuring School Climate in Fall 2016, student answers resulted in an average of 3.28 out of 5 (up 0.26 from Fall 2015 and 0.10 less than the district average). 4. School-wide attendance rate for the 2014-2015 and 2015-2016 school years was 73%. In the 2016-2017 school year the school-wide attendance rate was 69%. 5. 62% of students participated in the Spring 2017 Challenge Day.

How the School will Evaluate the Progress of this Goal:
1. Monitor the results of the Fall 2017 and Fall 2018 Panorama Student Survey (School Belonging and School Climate topics) 2. Monitor attendance, suspension and expulsion data for the 2017-2018 school year 3. Monitor Spring 2018 Challenge Day participation data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Complete Tier 1 implementation Positive Behavioral Interventions and Supports (PBIS). Two Super Tuesday Professional Learning sessions will be dedicated to PBIS Tier 1 Implementation	August 2017-June 2018	Staff and students				
Calendar annual Challenge Day for all students and staff. Challenge Day is a transformative social-emotional curriculum that breaks down divisions and biases, increases students' self esteem and motivation, and improves academic achievement and school culture.	Spring 2018	Staff and students	Challenged Day and supplementary curriculum to support student engagement.	5800: Professional/Consulting Services And Operating Expenditures	Title I	2576
One teacher will attend Substance Use Disorder (SUD) Prevention 101 Training	Fall 2017	Teacher				
HMB Rotary-PHS Student Recognition Luncheon	August 2017-June 2018	Teachers, administrative assistant and principal				
Staff to attend 2-day Restorative Justice (RJ) training. RJ in schools is a philosophy, set of principles and practices that help adults and young people in schools to both understand and respond to conflict. Particular attention will be paid to ensuring access to curriculum and overcoming barriers specifically in ELA and mathematics.	Spring 2018	Teachers and Principal		5800: Professional/Consulting Services And Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures	Title I Title III	1000 1930

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote the importance of attendance in Coyote Advisory. Recognize students with improved attendance during Coyote Circle	August 2017-June 2018	Teachers, administrative assistant and principal				
Implement Dynamic Mindfulness Practice	September 2017-June 2018	All Staff				

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvement in Student Performance in Academic
SCHOOL GOAL #1:
All Students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Language Learners. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 1, are located in the Goals, Actions and Services section, page 49-62.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvement in Student Performance in College and
SCHOOL GOAL #2:
Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 2, are located in the Goals, Actions and Services section, page 63-73. GOAL 2 - Migrant Education Services High School Graduation RY • Migrant College Readiness Program for 10th, 11th, and 12th grade students. • The Migrant Education Program provides a part-time Migrant Advocate to link students to services, create a Family Development Plan, and monitor and follow-up with families regarding services to Migrant students. • 80% of Migrant students who participate in the College Readiness Program will complete all A-G requirements by the time they graduate from high school. 80% of Migrant students who complete the SAT preparation courses will take the test. 80% of Migrant students who participate will apply to a college or university. • 10th-12th grade • 30 students • Half Moon Bay High School • 10/2017-6/2018 • 1 day a week for 3 hours; 30 weeks; 1 Teacher; 1 Counselor • Budget: $ 26,806 OSY Regular Year • Case Management: individualized one-on-one sessions based on the needs of each student. • Students will meet one-on-one with the MEP Service Coordinator to identify needs using the OSY individual needs assessment and create a Family Development Plan. • Students will meet graduation requirements for a high school diploma or diploma equivalency test (two of the projected students). • Regional Case Management model • 2 students • La Costa Adult School • MEP Service Coordinator/ 1 hour x 36 weeks • Budget: $2,200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvement in Student Performance in
SCHOOL GOAL #3:
Implement a stakeholder communication plan to support parental involvement and regular updates. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 3, are located in the Goals, Actions and Services section, page 74-79. GOAL 3 Migrant Education Services Parent Involvement • Parent Academic and Involvement Workshops, Parent Café. • Monthly workshops focus on different aspects of family engagement and parent education though the school year. • To increase parent involvement and parent knowledge of school services and students' academic progress. • 40 Participants • California Frameworks of Family Engagement • 9/2017-6/2018 • MEP Service Coordinator: 10 hours per month x 10 months/ MEP Advocate: 5 hours per month x 10 months • Budget: $7,085

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvements in Student Performance in Positive
SCHOOL GOAL #4:
Create a positive school climate where students feel safe and supported. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 4, are located in the Goals, Actions and Services section, page 80-89.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	3576	0.00
Title III	2230	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Title I	3,576.00
Title III	2,230.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
4000-4999: Books And Supplies	300.00
5800: Professional/Consulting Services And Operating	5,506.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5800: Professional/Consulting Services And	Title I	3,576.00
4000-4999: Books And Supplies	Title III	300.00
5800: Professional/Consulting Services And	Title III	1,930.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	300.00
Goal 4	5,506.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rajan Bechar	X				
Jackie Sullivan			X		
Courtney Parreira		X			
Dudley Hughes		X			
Lizeth Bendana		X			
Jim Holley				X	
Stephanie Ashe				X	
Olivia Fee					X
Jaime Aguilar				X	
Marisela Arroyo				X	
Numbers of members of each category:	**1**	**3**	**1**	**4**	**1**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 9/19/17.

Attested:

Typed Name	Signature	Date
Rajan Bechar		
Typed Name of School Principal	Signature of School Principal	Date
Stephanie Ashe		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Budget By Expenditures

Pilarcitos High School

Funding Source: Title I **$3,576.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Challenged Day and supplementary curriculum to support student engagement.	5800: Professional/Consulting Services And Operating Expenditures	$2,576.00	Positive School Climate: Safe and Supported Schools	Calendar annual Challenge Day for all students and staff. Challenge Day is a transformative social-emotional curriculum that breaks down divisions and biases, increases students' self esteem and motivation, and improves academic achievement and school culture.
	5800: Professional/Consulting Services And Operating Expenditures	$1,000.00	Positive School Climate: Safe and Supported Schools	Staff to attend 2-day Restorative Justice (RJ) training. RJ in schools is a philosophy, set of principles and practices that help adults and young people in schools to both understand and respond to conflict. Particular attention will be paid to ensuring access to curriculum and overcoming barriers specifically in ELA and mathematics.
	Title I Total Expenditures:	$3,576.00		
	Title I Allocation Balance:	$0.00		

Funding Source: Title III **$2,230.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	5800: Professional/Consulting Services And Operating Expenditures	$1,930.00	Positive School Climate: Safe and Supported Schools	Staff to attend 2-day Restorative Justice (RJ) training. RJ in schools is a philosophy, set of principles and practices that help adults and young people in schools to both understand and respond to conflict. Particular attention will be paid to ensuring access to curriculum and overcoming barriers specifically in ELA and mathematics.
curriculum	4000-4999: Books And Supplies	$300.00	Academic Achievement: Literacy and Reclassification	Renew IXL (online supplementary English curriculum for ELL's)

Pilarcitos High School

Title III Total Expenditures:	$2,230.00
Title III Allocation Balance:	$0.00
Pilarcitos High School Total Expenditures:	$5,806.00

The Single Plan for Student Achievement

School: Half Moon Bay High School's

CDS Code: 41688904132817

District: Cabrillo Unified School District

Principal: John Nazar

Revision Date: September 15, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: John Nazar

Position: Principal

Phone Number: (650) 712-7200

Address: 1 Lewis Foster Drive
Half Moon Bay, CA, 94019

E-mail Address: nazarj@cabrillo.k12.ca.us

The District Governing Board approved this revision of the SPSA on October 12, 2017.

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School Vision and Mission

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

Vision: Half Moon Bay High School's vision is to provide a strong, comprehensive education for all of our students in order to prepare for and value citizenship, employment, and further education.

School Profile

School Profile 2017-2018
SCHOOL
Founded in 1909, Half Moon Bay High School is the only comprehensive high school in the Cabrillo Unified School District (CUSD), educating grades 9-12 with a total enrollment of 987 students. The school is located on the San Mateo County Coast in Half Moon Bay and serves students from Pescadero to Montara (30 miles), from the crest of the coastal range to the sea (4 miles). CUSD students come to the high school from the surrounding rural area encompassing more than 200 square miles.
Half Moon Bay High School is fully accredited by the Western Association of Schools & Colleges (WASC). In May of 2013, after an extensive self-study was completed, WASC granted an accreditation effective through June 30, 2019. There was a midterm review conducted by WASC in the 2015 - 2016 school year and determined the school is well on track to meeting its stated goals.

School Wide Learning Outcomes (SLO)
Academic Achievement
College and career readiness
Self–directed learning
Standards-based focus

Citizenship
Personal responsibility
Respect for diversity
Community service

Excellence in Communication
Listening, Speaking, Writing
Visual
Technological

CURRICULUM & GRADING
Half Moon Bay High School offers a wide-ranging college preparatory program supported by expanded electives and school-sponsored, extracurricular opportunities.

- Students can elect to enroll in six or seven courses per semester.
- Five units are awarded for each semester course.
- Courses meet 3 times per week under Block bell schedule.
- Letter grades A through F are used for most courses, D = passing grade.
- Plus and minus are not used in grade point (GPA) calculations; GPA is determined by adding all grade points earned and dividing by the sum of all credits attempted in courses where letter grades were received.

o Grade points earned include: A = 4, B=3, C=2, D=1, F=0
o Students enrolled in AP classes receive a one grade-point increase on their weighted GPA for each grade of C- or above in an AP course
o Students enrolled in Early College classes receive a one grade-point increase on their weighted GPA for each grade of C- or above in an Early College course

GRADUATION REQUIREMENTS
Graduation requirements include 4 years of English (40 credits), 3 years of Math (30 credits), 4 years of Social Studies (40 credits), 2 years of Science and Physical Education (20 credits each), 1 year of Fine Arts (10 credits), and 70 credits of Electives, for a total of 230 credits. In addition, a 35-hour community service requirement is needed to complete graduation requirements.

TEST SCORES FOR CLASS OF 2017
SAT 1600

	HMBHS	CALIFORNIA
Reading/Writing	570	491
Mathematics	550	500
Total	1140	1080

ACT Summary	HMBHS	CA
Composite	24.2	22.8
English	23.4	22.5
Mathematics	24.7	22.7
Reading	24.7	23.1
Science	23.6	22.2

AP Scores
283 : Total students taking an AP Exam
505: Total number of AP tests
36%: % of students scoring 4 or 5
64%: % of students score 3 and above

ADVANCED PLACEMENT (AP) COURSES (17)
Art Studio Drawing
Art Studio 2-D Design
Art Studio 3-D Design
Calculus AB
Calculus BC
Chemistry
English Language
English Literature
Environmental Science
French Language
Human Geography
Physics B
Psychology
Spanish Language
Statistics
US Government
US History
World History

ADVANCED COURSES (5)
Advanced Algebra II
Advanced Geometry
Advanced Pre Calculus
Advanced English I
Advanced English II

ELECTIVE COURSES

Agriculture Practices
Animation
Art II, III
Art Spectrum
AVID I,II,III.IV/Tutor
Broadcasting
Chorale
Concert, Jazz & Marching Band
Introduction to Computer Science
Journalism
Leadership
Marine Ecology
Metal Sculpture/Beginning and Advanced
Power and Strength Physical Education
Sculpture II
Small Gas Engines
Woodworking and Wood Shop
Yearbook

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the 2016-2017 school year, teachers were surveyed about our Super Tuesday Professional Development days and if the intended outcomes were accomplished. Overall, the response to the peer conducted workshops related to AVID and instructional practices for reading for understanding were favorable.

Additionally, teacher participating in the technology cohort were interviewed about the devices, inclusion of technology into lessons and instruction, and the preference of devices. Results from the survey indicate that teachers want more training and differentiated workshops based on expertise.

In addition, seniors are annually surveyed with the Panaroma Survey about their overall high school experience and to provide information pertaining to post secondary paths and opportunities. Students generally feel safe on campus and connect with adults. 92% of seniors go on to post-secondary institutions with the remaining entering the military, work, or gap year abroad options.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are formally evaluated per the negotiated CUTA contract. Permanent teachers are formally evaluated every other year and have one classroom observation of no less than 30 minutes. Temporary and probationary teachers are formally observed twice a year.

Administrators conduct walk through, informal observations. Department chairs are encouraged to observe department members to collaborate on best teaching and instructional practices. New teachers who participate in the BTSA program observe veteran teachers to gain classroom management skills and instructional practices.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   We use common assessments and benchmark exams which help to inform teachers of gaps and areas in need of modification or reteaching.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   We are continuing to fully implement Common Core State Standards (CCSS), and working to create Smarter Balanced Assessment Consortium (SBAC) like exams. In addition, we will utilize the online interim SBAC assessment.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   Meet requirements.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   Ongoing professional development about instructional materials that are available. We continue to implement the Common Core State Standards (CCSS) throughout all subject areas, and working to review and adopt new materials, particularly to support our English Language Learners (ELL) population.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

   The Professional Development Plan is focused on the implementation to the CCSS, SBAC, and ELD as well as our continued focus and commitment to implementing AVID strategies school-wide. We are also focused on designing classroom lessons that best utilize the longer class periods that the Block schedule affords.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   Each department has a stipend Common Core Specialist (Formerly called Teachers on Special Assignment - TOSA) who is dedicated to becoming an expert in the implementation of CCSS in their department's curriculum. They have received training (primarily in-house in our Professional Learning Community - PLC) and then in turn, work with their individual departments to deepen CCSS and ELD instruction in each subject area. This is the second year of this program and we saw good progress in this area last year.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Wednesday morning collaboration time is designated for subject area collaboration. Department Chairs make up the Academic Council. They set the agendas for their department and make decisions regarding what Professional Development is needed and requested.
Departmentsl work with their Common Core Specialist to focus CCSS instruction. Some departments have acquired grants which provide release periods or days so that the entire department can meet and collaborate.
We have a parent group, the Half Moon Bay High School Foundation that provides a set amount of funds to support teachers attending more professional developments.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The math department has adopted "College Prep Math" in some subject areas to further address the shift to CCSS. Additionally, members of the English department worked to align the advanced pathway and will now revise pacing guides for the college preparatory/traditional pathway to align it with the CCSS. The Science department is also integrating the Next Generation Science Standards.
All departments will work on developing pacing guides and common assessments.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Not Applicable.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Not Applicable.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

In Compliance with ESEA

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All disciplines are reviewing instructional materials to ensure they are aligned to the CCSS. Social Studies, Science and English departments recently proposed textbook adoptions with a thematic approach to instruction that is aligned to the College Board and Advanced Placement curriculum as well as in the college preparatory/traditional pathway.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

AVID, Co-taught classes, SDAIE classes, credit recovery.

14. Research-based educational practices to raise student achievement

AVID Courses, AVID techniques used throughout the school, English Language Development classes (ELD), Specially Designed Academic Instruction in English (SDAIE) classes. All teachers are Crosscultural Language and Academic Development (CLAD) or SDAIE certified.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

ELAC, DELAC, Migrant Program, Community Liaison, after school tutoring program in the school library.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council meets monthly to review categorical spending and the implementation of the SPSA. Chamber of Commerce works with senior English students on resume building and job interviewing skills.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Recommendations for the allocation of Title III funds are for the following:
Title I
Supplies and Materials for ELD and SDAIE classes;
Conference fees for instructor professional development;
Field Trips to colleges, universities, trade schools, and businesses.
All of the above is in addition to what is in the LCAP and being funded by LCFF such as AVID, Achieve 3000, Aventa credit recovery, 2 sections of ELD and summer school.

18. Fiscal support (EPC)

The Cabrillo Unified School District provides fiscal support for our school site to meet the state required Nine Essential Program Components in supporting academic student achievement.

Description of Barriers and Related School Goals

There was limited funding to support our significant subgroups which has been an ongoing challenge over the past several years. Previously we offered multiple classes to EL's in order to provide language, reading, and writing instruction at their language fluency level but with limited funding and a increasing number of students who qualify for ELD 1-4 instruction. Therefore, students who once received multiple classes of ELD instruction now are enrolled in one with other sections of support such as Strategic Academic Support, SDAIE classes, and Spanish for Spanish/Native Speakers.
However, during the 2016 - 2017 school year, this trend changed positively. There were 57 EL students who were reclassified by the end of the school year because of the concerted effort in providing ELD classes.

The San Mateo County Coast, known by its largest town, Half Moon Bay, actually consists of five separate towns: Half Moon Bay, Montara, Moss Beach, El Granada, and Princeton. These towns all rely on Half Moon Bay as the local business and cultural center. The Cabrillo Unified School District (CUSD) serves students from Pescadero to Montara (30 miles) and from the crest of the coastal range to the sea (4 miles). CUSD students come to the high school from the surrounding rural area encompassing more than 200 square miles.

The Half Moon Bay Community has undergone many changes over the last decade. Continuing growth has had significant impact on the small, isolated, rural, coastal community. Originating as an agricultural community, the school population has changed dramatically, as more people who work in Silicon Valley and San Francisco choose to establish the coastside as their home. These technologically-sophisticated residents mold our demand for excellence in the education system. The traditionally agricultural community has also given way to large agri-business that employs migrant workers. The current economic crisis has reduced the number of migrant workers, which in turn, has impacted our programs for English language learners.

HMBHS is committed to ensuring that our students succeed and that we maintain our WASC accreditation. Our goals align with those in our WASC Action Plan which will take the school into 2019. All SPSA goals should reflect and align with the Action Plan goals. The mid-term WASC review conducted in the 2015 - 2016 school year was extremely positive which noted the school remains on track to meet it goals. During the 2017-2018 school year, we will be preparing for our upcoming WASC review in 2018-2019.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	1			0			0			0.0		
Grade 11	263	252	252	214	237	234	211	237	234	81.4	94	92.9
All Grades	264	252	252	214	237	234	211	237	234	81.1	94	92.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*			*			*		
Grade 11	2578.6	2607.0	2590.7	21	27	23.08	30	32	34.19	22	26	21.79	25	15	20.94
All Grades	N/A	N/A	N/A	21	27	23.08	30	32	34.19	22	26	21.79	25	15	20.94

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*		
Grade 11	29	31	31.62	46	51	44.02	24	18	24.36
All Grades	29	31	31.62	46	51	44.02	24	18	24.36

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*		
Grade 11	29	38	29.49	38	44	38.89	32	18	31.62
All Grades	29	38	29.49	38	44	38.89	32	18	31.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*		
Grade 11	21	23	28.63	55	65	55.98	22	12	15.38
All Grades	21	23	28.63	55	65	55.98	22	12	15.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*		
Grade 11	31	36	29.91	51	48	49.15	17	16	20.94
All Grades	31	36	29.91	51	48	49.15	17	16	20.94

Conclusions based on this data:

1. We had an increase in students below standard in most areas.
2. We had an overall increase in percentage of students taking the exam. Over the past two years, an increase of 14% from 2014-2015.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	1			0			0			0.0		
Grade 11	263	252	252	206	234	233	194	229	233	78.3	92.9	92.5
All Grades	264	252	252	206	234	233	194	229	233	78.0	92.9	92.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*			*			*		
Grade 11	2556.0	2590.5	2576.9	15	18	15.45	17	21	22.75	17	22	21.03	46	38	40.77
All Grades	N/A	N/A	N/A	15	18	15.45	17	21	22.75	17	22	21.03	46	38	40.77

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*		
Grade 11	25	30	26.61	24	25	26.18	51	45	47.21
All Grades	25	30	26.61	24	25	26.18	51	45	47.21

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*		
Grade 11	16	20	17.60	43	54	42.92	40	26	39.48
All Grades	16	20	17.60	43	54	42.92	40	26	39.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*		
Grade 11	20	28	20.60	54	47	55.36	25	24	24.03
All Grades	20	28	20.60	54	47	55.36	25	24	24.03

Conclusions based on this data:

1. We had an almost 16% increase in Math CAASPP participation rate from 2014-2015
2. We had an overall increase in math standards met or exceeded with gains in areas of math of 1%

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	12	14	13	36	37	43	36	31	28	12	14	9	5	3	9
10	8	9	4	54	46	39	28	31	35	6	11	13	4	3	9
11	18	21	17	46	40	35	29	31	26	4	5	13	4	2	9
12	33	14	14	29	38	43	21	14	33		24		17	10	10
Total	15	15	12	43	41	40	29	29	30	6	12	9	6	4	9

Conclusions based on this data:

1. Sophomores from '15-'16 showed a decrease as juniors in '16-'17 in Early advanced, however showed an 8% increase in advanced.
2. Freshmen in '15-'16 increased 2% in Early Advanced as Sophomores in '16-17 & 4% as intermediate from '15-'16 freshmen to '16-'17 sophomores.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	11	16	13.7	36	33	41.1	36	27	25.5	13	13	7.8	4	11	11.6
10	8	13	3.4	51	42	41.3	26	32	27.5	6	11	10.3	9	3	17.2
11	15	22	15.4	45	41	30.8	27	30	30.7	3	4	15.3	9	2	7.6
12	32	14	13.6	28	38	45.4	20	14	31.8		24	0	20	10	9
Total	14	17	11.7	42	39	39.8	28	27	28.2	6	11	8.6	10	6	11.7

Conclusions based on this data:

1. Over half of the students total, scored advanced or early advanced.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement: Literacy and Reclassification

LEA GOAL:

All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Language Learner students.

SCHOOL GOAL #1:

By June 2018, increase the overall academic success of all students.

- UC/CSU Eligibility will be increase by 1%
- ELA CAASPP Proficiency Rates will increase by at least 1%
- CELDT Language Proficiency Rate will improve at least 1% over from 2016-2017

* At least 8% of our EL students will be reclassified by June 2018

by increased focus on English Language Arts, and place special emphasis upon students within the statistically under-performing subgroup of English Language Learners and our students receiving special education services.

Using lessons supported by departmental Common Core Specialist's based on Common Core State Standards and increased AVID strategies used in all classrooms.

Data Used to Form this Goal:

- UC/CSU Eligibility
- ELA CAASPP Proficiency Rates
- CELDT Language Proficiency Rate

* Reclassification Rates for EL students

Findings from the Analysis of this Data:

The findings based on the data collected and analyzed is that there needs to be steps taken to address the achievement gap between EL's and the non-EL's. We are addressing this concern by expanding our ELD course offerings and making sure each student is appropriately placed at all levels. We have implemented a new personalized learning program (Lexia) that addresses reading, which we have aligned with Cunha Intermediate School.

How the School will Evaluate the Progress of this Goal:

- Review and analyze SBAC scores in English Language Arts
- Common assessments in ELA
- Early Assessment program results
- CELDT scores
- % of students eligible for reclassification to RFEP
- Attendance and behavior records
- One on One meetings of department chairs with administration sharing department progression and goals
- Department professional development days for advancing their curriculum maps.

* Monthly Common Core Specialist meetings

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide supplemental professional development for ELD teachers around new curriculum being adopted and time to create and collaborate as a department.	2017-2018	Principal, Assistant Principal, ELD Dept. Chair, ELD Department Members	Supplemental Conference Fees, Travel Fees, Teachers Supervision Fees	5800: Professional/Consulting Services And Operating Expenditures	Title III	2500
Continue to purchase supplemental materials and classroom supplies to support academic language development.	2017-2018	Principal, Assistant Principal, ELD Dept. Chair, ELD teacher	Supplemental Materials and supplies	4000-4999: Books And Supplies	Title III	2500
Unique Technology for ELD teachers that will enhance the teaching and learning for students.	2017-2018	Assistant Principal, ELD Dept. Chair, ELD teachers, District Technology Coordinator	Technology Tools	4000-4999: Books And Supplies	Title III	2500
Professional Development supporting the Common Core State Standards for Common Core Specialists to better support our students who are at risk based on the Title I standard.	2017-2018	Assistant Principal, ELD Dept Chair, ELD Teachers, Common Core TOSA	Conference Fees, Travel Fees, Teachers Supervision Fees	5800: Professional/Consulting Services And Operating Expenditures	Title I	4000
Incentive Program - Provide students who are struggling academically with recognition for attending tutoring sessions outside of the normal school hours.	2017-2018	ELD Dept. Chair, ELD Teachers, Common Core Specialist, Assistant Principal	Supplies	4000-4999: Books And Supplies	Title I	2000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Readiness

LEA GOAL:

Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready.

SCHOOL GOAL #2:

Increase the number of students who successfully complete CTE with technology support, AVID, AP, Advanced and Early College course by 2 % by June 2018.

Data Used to Form this Goal:

* CSU and UC eligibility rate
- CTE course enrollment by subgroups
- AP and Early College enrollment by Subgroups
* Access in the Classroom and whole school to advanced technology

Findings from the Analysis of this Data:

Test scores have risen from prior year overall, however, a greater emphasis needs to continue to be placed on ensuring that our under-performing students achieve at a higher level. AP enrollment in under-represented subgroups needs to increase.

How the School will Evaluate the Progress of this Goal:

* AP Enrollment rates and Test Scores
* Early College Enrollment rates and Test Scores
* AVID student CSU and UC eligibility rates
- Early Assessment Program results
- CSM placement exam and reports
- Student placement reports
* Types of technology accessible in and out of classrooms
* Evaluate technology on our campus and survey students around what is being used and what additions would be supportive to complete their classwork/homework on our campus in a given day.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to support site wide AVID with funding for Summer Institute training for HMBHS teachers to support our students who are at risk of failing.	2017 - 2018	Principal, Assistant Principals, Counselor Julia Smith and Director of Catergorical Programs, Irene Preciado	Conference Fees, Travel Fees, Teacher Supervision Fees	5800: Professional/Consulting Services And Operating Expenditures	Title I	10000
Support AVID student visits to colleges and universities as we look to continue to support the college going culture and awareness on our campus; to support our students who are at risk of failing.	2017 - 2018	Principal, Assistant Principals, Counselor Julia Smith and Director of Catergorical Programs, Irene Preciado	Supervision Fees, Travel fees, Housing Fees	5000-5999: Services And Other Operating Expenditures	Title I	14000
Supplementary materials to support and facilitate instruction for AVID teachers.	2017-2018	AVID Site Coordinator, AVID Teachers,Principal, Assistant Principals, Department Chairs, Common Core Specialists		6000-6999: Capital Outlay	Title I	3000
Pilot Program - Provide outside of school hours tutoring for ELD students who are enrolled in Advanced Placement, Early College, CTE and Advanced courses.	2017 - 2018	ELD Dept. Chair, ELD Teachers, Common Core Specialist, Assistant Principal	cost of Tutors	1000-1999: Certificated Personnel Salaries	Title III	2500
Provide Funding for AVID teachers and other interested staff to attend professional development conferences and visit other high performing AVID schools to learn best practices from them.	2017 - 2018	AVID Site Coordinator, AVID Teachers, Site Administrators	Cost of travel, substitutes, other expenses	5000-5999: Services And Other Operating Expenditures	Title I	5000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Communication Plan to Support Parent Involvement
LEA GOAL:
Implement a stakeholder communication plan to support parental involvement.
SCHOOL GOAL #3:
Increase by 2% the number of parents who participate in the education and lives of their children by continuing to hold ELAC, DELAC, SSC, Foundation, Health and Wellness Committee and Sports, Ag, Music Booster meetings.
Data Used to Form this Goal:
* School Loop - Information from parents and students via the School Loop mail system * ELAC - Feedback from this organization * DELAC - Feedback from this organization * HS Foundation - Feedback from this organization * School Site Council - Feedback from this organization * Health and Wellness Committee - Feedback from this organization * Booster Organizations (Sports, Agriculture, Music) - Feedback from these organizations * Continue to survey parents and gather input to design parent education opportunities and to increase communication.
Findings from the Analysis of this Data:
Parents want continued communication about school events and individual student progress towards meeting graduation and college entrance requirements. Parents are also asking for more parental education events.
How the School will Evaluate the Progress of this Goal:
•Review attendance logs for various meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold quarterly meetings with ELAC board members and plan for future ELAC meetings.	2017-2018 - Ongoing	Bilingual Resource Team and ELAC board	Set topics for future ELAC meeting based on parent input and interest.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to have school communications in both English and Spanish to enhance communication between school and parents.	2017-2018 - Ongoing	Principal, Assistant Principal, Members, Admin Asst., Community Liaison, Administrative Assistant, teachers and staff	Supplementary Interpretattion Costs	5000-5999: Services And Other Operating Expenditures	Title I	1000
Provide Parent Education via after school hour events, such as workshop on how to help their student	2017-2018	Principal, Assistant Principals, SSC Parent Members, Community Liaison	Consultants/presenters	5000-5999: Services And Other Operating Expenditures	Title I	2000
Quarterly ELAC Meeting materials and supplies.	2017-2018	Principal, Assistant Principals, Maria Soriano, Community Liaison	Supplementary Material and supplies costs	5000-5999: Services And Other Operating Expenditures	Title III	416
Create systems of parent notification and awareness using RoboCalls, School Website, the Marquee, the new communication system via Infinite Campus, email and direct mailing.	2017-2018	Principal, Assistant Principals, Community Liaison				
Continue to survey parents and gather input to design parent education opportunities and to increase communication. Ensure ELAC board members attend DELAC to gain district perspective and understand the relationship between school sites.	2017-2018	Principal, Assistant Principals, Community Liaison				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Positive School Climate: Safe and Supported Schools
LEA GOAL:
Create a positive school climate where students feel safe and supported.
SCHOOL GOAL #4:
Increase the number of students who participate in resources students find supportive of their success including but not limited to: Social/Emotional Health Services, student seminars and a positive learning behavior system to support a positive climate on our campus. by 5%
Data Used to Form this Goal:
* Annual Hours of mental health counseling provided * Alternative to Suspension Referrals * Referrals to outside mental health services * Referrals to Peer Helpers
Findings from the Analysis of this Data:
Students are in need of an increased level of mental health services on our campus that cannot only be absorbed by our academic counseling team.
How the School will Evaluate the Progress of this Goal:
* By the number of referrals and specific types of referrals so we can best understand how to meet our students mental health needs. * Analyze results of both CA Healthy Kids Survey and Panorama survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand Mental health services and student accessibility to an MFT or intern to gain social/emotional health support on our campus. This will be supported and paid from other funding sources.	2017-2018	Principal, Assistant Principals, Counselors	Work with all the groups to make sure students are supported. This will be supported and paid from other funding sources.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monthly meetings of the Health and Wellness Committee to focus on student well being	2017 - 2018	Principal, Assistant Principals, Superintendent, Assistant Superintendent of Pupil Services	Voluntary Time			
Professional Development funding for teachers who have "re-entered" teaching after years of either being out of the field, or have taught in academic environments unlike HMBHS targeting support and teaching/learning strategies focused on ELA and mathematics to meet the needs of our school population	2017-2018	Principal, Assistant Principal, department chairs, teachers	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title I	2500
Funding for Teachers to take students on academic enriching field trips	2017 - 2018	Principal, Assistant Principals, Counselors		6000-6999: Capital Outlay	Title I	5004

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvement in Student Performance in Academic
SCHOOL GOAL #1:
All Students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Language Learners. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 1, are located in the Goals, Actions and Services section, page 49-62.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvement in Student Performance in College and
SCHOOL GOAL #2:
Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 2, are located in the Goals, Actions and Services section, page 63-73. GOAL 2 - Migrant Education Services High School Graduation RY • Migrant College Readiness Program for 10th, 11th, and 12th grade students. • The Migrant Education Program provides a part-time Migrant Advocate to link students to services, create a Family Development Plan, and monitor and follow-up with families regarding services to Migrant students. • 80% of Migrant students who participate in the College Readiness Program will complete all A-G requirements by the time they graduate from high school. 80% of Migrant students who complete the SAT preparation courses will take the test. 80% of Migrant students who participate will apply to a college or university. • 10th-12th grade • 30 students • Half Moon Bay High School • 10/2017-6/2018 • 1 day a week for 3 hours; 30 weeks; 1 Teacher; 1 Counselor • Budget: $ 26,806 OSY Regular Year • Case Management: individualized one-on-one sessions based on the needs of each student. • Students will meet one-on-one with the MEP Service Coordinator to identify needs using the OSY individual needs assessment and create a Family Development Plan. • Students will meet graduation requirements for a high school diploma or diploma equivalency test (two of the projected students). • Regional Case Management model • 2 students • La Costa Adult School • MEP Service Coordinator/ 1 hour x 36 weeks • Budget: $2,200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvement in Student Performance in
SCHOOL GOAL #3:
Implement a stakeholder communication plan to support parental involvement and regular updates. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 3, are located in the Goals, Actions and Services section, page 74-79. GOAL 3 Migrant Education Services Parent Involvement • Parent Academic and Involvement Workshops, Parent Café. • Monthly workshops focus on different aspects of family engagement and parent education though the school year. • To increase parent involvement and parent knowledge of school services and students' academic progress. • 40 Participants • California Frameworks of Family Engagement • 9/2017-6/2018 • MEP Service Coordinator: 10 hours per month x 10 months/ MEP Advocate: 5 hours per month x 10 months • Budget: $7,085

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvements in Student Performance in Positive
SCHOOL GOAL #4:
Create a positive school climate where students feel safe and supported. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 4, are located in the Goals, Actions and Services section, page 80-89.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	48504	0.00
Title III	10416	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Title I	48,504.00
Title III	10,416.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	5,000.00
4000-4999: Books And Supplies	7,000.00
5000-5999: Services And Other Operating Expenditures	22,416.00
5800: Professional/Consulting Services And Operating	16,500.00
6000-6999: Capital Outlay	8,004.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I	2,500.00
4000-4999: Books And Supplies	Title I	2,000.00
5000-5999: Services And Other Operating	Title I	22,000.00
5800: Professional/Consulting Services And	Title I	14,000.00
6000-6999: Capital Outlay	Title I	8,004.00
1000-1999: Certificated Personnel Salaries	Title III	2,500.00
4000-4999: Books And Supplies	Title III	5,000.00
5000-5999: Services And Other Operating	Title III	416.00
5800: Professional/Consulting Services And	Title III	2,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,500.00
Goal 2	34,500.00
Goal 3	3,416.00
Goal 4	7,504.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
John Nazar	X				
Grame Westwood		X			
Anne Ryckebusch		X			
Joseph Lemos					X
Brad Lehan				X	
Elizabeth Squiers				X	
Debbi Morgan				X	
Sophia Pappalardo					X
Yadira Acosta			X		
Julia Smith			X		
Vanessa Stubbs		X			
Christian Alvarez					X
Numbers of members of each category:	**1**	**3**	**2**	**3**	**3**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
X	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
X	Departmental Advisory Committee (secondary)	Signature
X	Other committees established by the school or district (list): High School Foundation, Health and Wellness Committee, Agriculture Boosters, Sports Boosters	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on Sept 21, 2017.

Attested:

John Nazar		
Typed Name of School Principal	Signature of School Principal	Date
Joseph Lemos		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Budget By Expenditures

Half Moon Bay High School

Funding Source: Title I **$48,504.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Conference Fees, Travel Fees, Teachers Supervision Fees	5800: Professional/Consulting Services And Operating Expenditures	$4,000.00	Academic Achievement: Literacy and Reclassification	Professional Development supporting the Common Core State Standards for Common Core Specialists to better support our students who are at risk based on the Title I standard.
Supplies	4000-4999: Books And Supplies	$2,000.00	Academic Achievement: Literacy and Reclassification	Incentive Program - Provide students who are struggling academically with recognition for attending tutoring sessions outside of the normal school hours.
Conference Fees, Travel Fees, Teacher Supervision Fees	5800: Professional/Consulting Services And Operating Expenditures	$10,000.00	College and Career Readiness	Continue to support site wide AVID with funding for Summer Institute training for HMBHS teachers to support our students who are at risk of failing.
Supervision Fees, Travel fees, Housing Fees	5000-5999: Services And Other Operating Expenditures	$14,000.00	College and Career Readiness	Support AVID student visits to colleges and universities as we look to continue to support the college going culture and awareness on our campus; to support our students who are at risk of failing.
	6000-6999: Capital Outlay	$3,000.00	College and Career Readiness	Supplementary materials to support and facilitate instruction for AVID teachers.
Cost of travel, substitutes, other expenses	5000-5999: Services And Other Operating Expenditures	$5,000.00	College and Career Readiness	Provide Funding for AVID teachers and other interested staff to attend professional development conferences and visit other high performing AVID schools to learn best practices from them.
Supplementary Interpretattion Costs	5000-5999: Services And Other Operating Expenditures	$1,000.00	Communication Plan to Support Parent Involvement	Continue to have school communications in both English and Spanish to enhance communication between school and parents.
Consultants/presenters	5000-5999: Services And Other Operating Expenditures	$2,000.00	Communication Plan to Support Parent Involvement	Provide Parent Education via after school hour events,such as workshop on how to help their student
Certificated Salaries	1000-1999: Certificated Personnel Salaries	$2,500.00	Positive School Climate: Safe and Supported Schools	Professional Development funding for teachers who have "re-entered" teaching after years of either being out of the field, or have taught in academic environments unlike HMBHS targeting support and teaching/learning strategies focused on ELA and mathematics to meet the needs of our school population

Half Moon Bay High School

	6000-6999: Capital Outlay	$5,004.00	Positive School Climate: Safe and Supported Schools	Funding for Teachers to take students on academic enriching field trips
	Title I Total Expenditures:	$48,504.00		
	Title I Allocation Balance:	$0.00		

Funding Source: Title III **$10,416.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplemental Conference Fees, Travel Fees, Teachers Supervision Fees	5800: Professional/Consulting Services And Operating Expenditures	$2,500.00	Academic Achievement: Literacy and Reclassification	Continue to provide supplemental professional development for ELD teachers around new curriculum being adopted and time to create and collaborate as a department.
Supplemental Materials and supplies	4000-4999: Books And Supplies	$2,500.00	Academic Achievement: Literacy and Reclassification	Continue to purchase supplemental materials and classroom supplies to support academic language development.
Technology Tools	4000-4999: Books And Supplies	$2,500.00	Academic Achievement: Literacy and Reclassification	Unique Technology for ELD teachers that will enhance the teaching and learning for students.
Supplementary Material and supplies costs	5000-5999: Services And Other Operating Expenditures	$416.00	Communication Plan to Support Parent Involvement	Quarterly ELAC Meeting materials and supplies.
cost of Tutors	1000-1999: Certificated Personnel Salaries	$2,500.00	College and Career Readiness	Pilot Program - Provide outside of school hours tutoring for ELD students who are enrolled in Advanced Placement, Early College, CTE and Advanced courses.
	Title III Total Expenditures:	$10,416.00		
	Title III Allocation Balance:	$0.00		
	Half Moon Bay High School Total Expenditures:	$58,920.00		

The Single Plan for Student Achievement

School: Manuel F. Cunha Intermediate

CDS Code: 41688906043665

District: Cabrillo Unified School District

Principal: Seth D. Feldman

Revision Date: September 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Seth Feldman

Position: Principal

Phone Number: 650-712-7190

Address: 600 Church Street
Half Moon Bay, CA, 94019

E-mail Address: feldmans@cabrillo.k12.ca.us

The District Governing Board approved this revision of the SPSA on October 12, 2017.

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School Vision and Mission

Manuel F. Cunha Intermediate's Vision and Mission Statements

Vision

Cunha will inspire all students to reach high academic expectations, think critically and creatively, become responsible citizens, value diversity and individual self worth, as well as pursue continual growth.

Mission

Cunha provides a safe, nurturing environment where all students, parents and staff strive to meet high academic standards and promote lifelong learning. Cunha is committed to a student-centered learning environment where every student is encouraged to seek his or her maximum potential. Scholarship, the ability to reason, as well as civic and social consciousness are the cornerstones of our mission.

School Profile

Manuel F. Cunha Intermediate School is part of the Cabrillo Unified School District located in Half Moon Bay, California, a city of approximately 30,000. Cunha is located just 25 miles south of San Francisco, 40 miles northeast of San Jose and 50 miles north of Santa Cruz. We are the only middle school in the Cabrillo Unified School District; our school has an enrollment of approximately 800 students with 38 teachers instructing grades six through eight. Cunha's student population is approximately 51% Hispanic and 44% White. The majority of Cunha's students come from the following elementary schools: Alvin S. Hatch, Farallone View, El Granada, and Kings Mountain.

Cunha has a state of the art facility that was remodeled within the past six years. This remodel included upgraded of many classrooms, the installation of technology in every classroom, a new soccer complex with synthetic turf, and a fully outfitted weight room for Physical Education use. We offer a personalized student-centered approach and strive to educate the whole child. Our outstanding music program performs multiple times a year for our parents and community. Our students have access to a comprehensive 28,000 book library. We are proud to offer an extensive elective offering to almost every student, which includes a 6th grade exploratory wheel, 7th grade electives (1 per quarter) and 8th grade electives (1 per semester); Art, Home Economics, Industrial Arts, Leadership, Drama, Coding/Technology, and Music/Band. Additionally, Cunha began a new Spanish Language Arts program that improves the previous Spanish Immersion elective offering. Cunha is also an AVID-certified school and offers yearlong electives to students in 6th, 7th, and 8th grades, as well as an AVID-like course on the 6th grade exploratory wheel focusing on organization, studying habits, and how to be successful in middle school.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At Cunha, there is a belief in shared decision making on issues that impact our school wide instructional programs and culture. It is our practice to consult with stakeholders and obtain their input on the process to implement major state, district and site initiatives. Since 2012, Cunha has experienced a major restructuring of the instructional program to fully implement Common Core State Standards and ensure that our students are prepared for all assessments in the California Assessment of Student Performance and Progress (CAASPP). Teacher surveys focus on measuring the usefulness of our Staff Development in developing deeper understanding of the Common Core State Standards, as well as to identify growth opportunities in the implementation of high impact instructional strategies. Parents and students have also been asked to provide feedback as elective courses are restructured and continue to improve positive school climate. Through teacher surveys, staff meetings, Department Head meetings, and the Cunha Leadership Team meetings, it is clear that all staff members highly value weekly content-alike and cross-curricular collaboration. In addition, staff express interest in having professional development sessions strike a better balance between

external and internal experts, and to allow teacher input to create sessions for the year that could best impact students and their learning.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Cunha's classroom observations consist of formal administrator observations as negotiated with the Cabrillo Unified Teachers Association. This is a part of the evaluation process, with the balance including routine informal walkthroughs in each classroom. The District and Association's negotiated formal classroom observation agreement stipulates that during the course of a lesson, the academic content standards and lesson objectives should be explicitly identified. Further, the instructional activities, assessments, procedures and planning of the lesson should be aligned to the California Standards for the Teaching Profession. The informal classroom walkthroughs are a standard practice to observe and identify the level of implementation of school wide adopted instructional strategies. However, there is no formal or established process to collect data to diagnose the level of implementation or fidelity to agreements.

The school-wide agreed upon common instructional practices consist of reading and writing strategies, previewing the lessons, and researched-based effective instructional strategies for English Learners. To ensure students have a clear understanding of the purpose of the lesson, teachers agree to post, clearly communicate and review with students the lesson's outcome and performance levels expected. In addition, staff agree to frontload and preview daily instructional tasks and model how to use summarizing techniques when appropriate. During the lesson staff agree to: provide in-class peer assistance via strategic seating of students; ensure that instruction is differentiated to target the various learning modalities and language fluency; make best use of instructional time by delivering a coherent lesson bell to bell; develop student's critical content vocabulary; implement effective wait time for questions and answers; review and address the needs of students who are below proficiency in their classes. The adopted common literacy strategies include: differentiated instruction in order to address the needs of all readers; preview reading assignments with students; provide guided reading instruction of textbook chapters; use graphic organizers, guided reading exercises, and outlining to improve textbook comprehension; assist 8th grade students with the expository writing that is a required component of the science fair project. In addition, certificated staff have been trained on close reading strategies such as textless survey, spotlight a picture, highlight on the go, among others. Our ultimate goal is to build on current strategies to ensure students develop and extend their strategic thinking across subjects. Additionally, there is a focus on schoolwide access to the research-based methodologies and instructional practices of the Achievement via Individual Determination (AVID) system, as evidenced by an increasing number of staff members attending training and professional development sessions.

Currently, there is not a system in place that allows for the collection of data to gauge the implementation of agreed upon instructional strategies school wide. The current process allows for administrators to perform walkthroughs and identify common strategies being consistently implemented across subject areas. Based on perception data gathered during informal walkthroughs, it is evident that students are experiencing positive changes in the classroom, relative to the changes of CCSS and AVID instructional strategies being implemented. Learning goals or objectives are consistently posted and communicated to students in most classrooms. The close reading strategies appear to have been adopted and implemented by some departments and teachers. It's important to note that Cunha teachers understand the need to identify a method to observe classroom practice without evaluating individual teacher's performance. In the future, the various leadership teams could evaluate the merits of Instructional Rounds and other alternatives as viable methods to determine the extent of implementation of adopted strategies. This may also be an appropriate time to explore a collaborative teacher-led informal classroom visitation system.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

As a common practice, California Standardized Test (CST) and California English Language Development Test (CELDT) results have been utilized to monitor student's performance. In the past, this data was used to modify our instructional program when necessary. With the migration away from CST's and toward the Smarter Balanced Assessment Consortium (SBAC), there has been a gap in standardized assessment data. As students have completed year two of the SBAC, we now have more reliable data on student achievement in literacy, reading, and Mathematics. This holds true for the still administered CST in Science for Grade 8. The English Language Arts and Mathematics Departments have received student score information and will utilize, in combination with formal, informal, formative, and summative local assessment measures, to guide instruction and improve student achievement.

Based on the analysis of student grades, we learned that they are closely aligned to standardized test results. However, we identified some patterns that challenged our assumptions. It is our intent to look at multiple data points to modify our instructional programs to ensure all our students demonstrate academic proficiency. It is important to point out that some members of our learning community felt that grades do not necessarily measure, or represent, what students know and are able to do. Some staff members felt that grades reflect citizenship and academic progress, and as such, grades do not truly measure concept attainment. There is a need to clarify, calibrate and systematize our grading system, so it represents what students know and are able to do. Now that there are two years of baseline data from the 2015 and 2016 SBAC administration, it is expected that the the clarification and calibration of the grading system will be accomplished in the near future.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The use of curriculum-embedded assessments to monitor student progress is not systematic school wide. However, a plan is in place to develop common formative assessments by content area and use the results to modify our instructional practice and ensure student mastery of enduring concepts. The collaborative process model will be utilized to create and agree on curriculum-embedded assessment outcomes or common assessments to determine student mastery of concepts. Specifically, each department team agrees to identify essential and enduring CCSS-aligned skills and concepts to teach within a specified timeline. The next step is to develop assessment tools to evaluate student's mastery of essential skills and concepts and use the information to modify instruction and provide intervention or extended learning opportunities to students.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of Cunha teachers are appropriately assigned and credentialed.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Cunha is 100% staffed by highly qualified teachers and support staff. Our professional development plan is aligned to our agreed upon areas of focus, which are: increased supports for English Learners and Special Education students; literacy across the curriculum; early identification of and deeper supports for At-Risk students. To ensure our teachers are prepared to do the work, staff are sent to AVID Summer Institutes, conferences sponsored by Silicon Valley Math Initiative, and provided time beyond the work day to further develop curriculum maps. Cunha uses the PLC Collaboration method as the process to facilitate most of this work. We believe that the best way to continue improving our practice and meeting our student's academic and social needs is through professional collaboration.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Our staff development plan focuses on updating our curriculum to ensure alignment to the CCSS, SBAC, and AVID. We work closely with the San Mateo County Office of Education, as well as other local and national experts, to provide support for our teachers as they continue toward full implementation of CCSS (developing units and lessons aligned to the standards, creating common formative assessments to measure student's progress to meet performance expectations, etc.).

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Department Heads are content and instructional delivery experts. As such, they provide support and guidance to their colleagues in an ongoing capacity. The district provides a coach for all our new teachers on an on-going basis. We're fortunate to have received a grant from the Silicon Valley Math Initiative to implement the Common Core State Standards in mathematics and adjust our teaching practice to develop student's strategic thinking.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Cunha has weekly teacher collaboration time built into the school schedule, lasting 50 minutes per week, based on the Professional Learning Community model. Teachers meet in same-course teams or departments. In addition to same-course teams, we are also planning to extend our collaboration to allow for interdisciplinary, grade-level and vertical articulation.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

There's a clear alignment between instruction, materials and assessment to CCSS, CAASPP assessments, and the California Standardized Test in Science. The Mathematics Department recently adopted the California-approved program called College Preparatory Math (CPM); the English Department is piloting newly approved curriculum titled Study Sync; the ELD Department is working on aligning current curriculum with new ELD Standards; all departments have established SMART goals, with a Standard of Focus, in either CCSS or Content. We envision all academic departments to align their curriculum (instruction, materials, assessment) to the Common Core State Standards and use Smarter Balanced Assessment as a guide to create our own common formative assessment(s) in the upcoming school years.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Cunha exceeds California's annual instructional minutes requirement for middle schools and special populations. For example, English Learners are enrolled in three English courses for a total of 129 minutes and students struggling in mathematics are enrolled in two periods of math for 86 minutes. The Reading/Language Arts Framework for California Public Schools Kindergarten through Grade Twelve (2007) recommends 120 minutes of instruction. The Mathematics Framework for California Public Schools Kindergarten through Grade Twelve (2005) recommends 50-60 minutes of instruction.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule allows flexibility for us to offer intervention courses. For example, teachers are able to start their day earlier or teach additional assignments to offer intervention or enrichment courses to students. ELD, Electives, Math intervention, etc. are offered at various periods of the day to prevent negative flexibility (so all students can enroll in such classes regardless of schedule).

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

100% of students have access to standard-aligned materials. The effort to select the best and most appropriate standards-aligned materials is ongoing but is severely impacted by the limited amount of funding.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

100% of students have access to the State Board of Education adopted standards-aligned instructional materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers are trained in an ongoing capacity and consistently implement effective instructional strategies to ensure all learners have access to content.

14. Research-based educational practices to raise student achievement

Our adopted research-based educational practices to increase student achievement and successfully implement the Common Core State Standards include: Professional Learning Communities; Advancement Via Individual Determination; California State University's Expository Reading and Writing; Teacher's College, Columbia University, The Reading & Writing Workshop. It's important to point out that Cunha has adopted Professional Learning Community practices school wide, but the rest are in different stages of implementation.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Cunha families and the greater Half Moon Bay Community contribute significant resources to assist under-performing students throughout the school year. For example, the Cunha PTO sponsors two annual field trips for AVID students to visit colleges and universities around the Bay Area, pays for teacher professional development, student recognition assemblies, and for 20% of our Librarian Clerk's salary to make sure all students have support when using our school library. This year we will also receive monies from the PTO for PBIS materials.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Members of the community, parents, classroom teachers and other school personnel participate in the planning, implementation, and evaluation of the Single School Plan for Student Achievement. The School Site Council, Cunha's Department Chairs, Cunha's Leadership Team, and parent groups have multiple opportunities to provide feedback as we update our plan. The Cunha Department Heads also provide input into the plan.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

    As a Program Improvement school, we receive Title I and Title III funds to assists in providing additional support to our underperforming students. We use categorical funds to pay for an additional English Language Development period for English Learners, teacher professional development, to purchase supplemental materials for struggling learners, and to provide extended learning opportunities for student and parents (parent engagement/workshops, Summer School, etc.).

18. Fiscal support (EPC)

    The Cabrillo Unified School District provides fiscal support for our school site to meet the state required Nine Essential Program Components in supporting academic student achievement.

Description of Barriers and Related School Goals

Cunha's mission states that we are "committed to a student-centered learning environment where every student is encouraged to seek his or her maximum potential. Scholarship, the ability to reason, as well as civic and social consciousness is the cornerstone of our mission. Cunha will inspire all students to reach high academic expectations, think critically and creatively, become responsible citizens, value diversity and individual self worth, as well as pursue continual growth". There are aspects in our mission and school goals which we strive to fulfill continuously, but the barriers and challenges at times are so great that we are not able to live up to our mission and vision.

For example, we believe that all students are capable of reaching high academic expectations; however there are subgroups within our population which have not demonstrated academic proficiency on standardized assessments or within achievement (grades). There are multiple reasons for the existing opportunity gap; the reality is that 30% of our parents did not complete a high school education, 40% of our students are eligible for free or reduced lunch, and 21% are English Learners. On the other hand, 45% of our parents are college graduates or hold post-secondary degrees and are socio-economically advantaged.

Our goal and challenge is to close the significant academic achievement gap while ensuring students perform at grade level and above and continue to grow academically, socially, and emotionally.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	271	256	256	266	251	253	261	250	253	98.2	98	98.8
Grade 7	248	268	255	244	258	252	241	254	252	98.4	96.3	98.8
Grade 8	218	246	260	213	242	254	210	234	254	97.7	98.4	97.7
All Grades	737	770	771	723	751	759	712	738	759	98.1	97.5	98.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2523.3	2518.7	2518.7	14	16	18.97	33	30	30.04	31	30	20.55	21	24	30.43
Grade 7	2542.4	2543.4	2545.5	16	12	10.71	28	34	42.46	28	30	22.62	27	24	24.21
Grade 8	2570.9	2563.2	2544.8	14	14	11.81	40	38	28.35	25	29	33.07	19	19	26.77
All Grades	N/A	N/A	N/A	14	14	13.83	33	34	33.60	28	29	25.43	22	23	27.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	19	19	23.32	49	47	47.43	31	35	29.25
Grade 7	20	23	20.72	45	41	52.99	34	36	26.29
Grade 8	27	24	20.08	49	48	45.28	24	28	34.65
All Grades	22	22	21.37	48	45	48.55	30	33	30.08

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	18	22	23.02	57	45	40.08	24	33	36.90
Grade 7	22	27	23.69	49	48	55.02	29	25	21.29
Grade 8	22	18	18.90	53	58	50.39	24	24	30.71
All Grades	21	23	21.85	53	50	48.48	26	27	29.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	17	15	17.39	68	67	61.26	15	17	21.34
Grade 7	17	19	13.94	63	62	65.34	19	19	20.72
Grade 8	20	18	12.60	60	62	70.08	20	20	17.32
All Grades	18	18	14.64	64	64	65.57	18	19	19.79

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	20	28	26.09	61	56	47.83	19	16	26.09
Grade 7	28	22	23.51	52	54	55.78	20	24	20.72
Grade 8	29	24	20.08	51	55	50.00	20	21	29.92
All Grades	25	25	23.22	55	55	51.19	19	20	25.59

Conclusions based on this data:

1. The overall number students "Exceeding" or have "Met" Standard in English Language Arts/Literacy increase by 1 percentage point over the previous two years (47% to 48%, respectively).
2. Continued work is needed to improve upon the percent of students "Below Standard." Numbers grew slightly overall; a new curriculum in English Language Arts is being piloted (aligned with Common Core State Standards). There is hope the curriculum will be adopted and support student gains in Reading, Writing, Listening, and Research/Inquiry.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	271	256	256	269	251	253	265	250	253	99.3	97.7	98.8
Grade 7	248	268	255	247	257	250	245	251	250	99.6	95.9	98
Grade 8	218	246	260	213	242	254	207	237	254	97.7	98.4	97.7
All Grades	737	770	771	729	750	757	717	738	757	98.9	97.3	98.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2498.8	2504.8	2492.4	10	11	11.07	17	20	19.76	36	38	26.88	35	31	42.29
Grade 7	2512.5	2518.0	2526.1	16	11	16.00	14	23	21.20	27	34	31.20	42	32	31.60
Grade 8	2519.8	2539.4	2531.2	8	16	11.42	19	16	16.93	27	32	31.50	43	36	40.16
All Grades	N/A	N/A	N/A	12	13	12.81	17	20	19.29	30	35	29.85	39	33	38.04

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	13	11	16.21	34	45	31.23	52	45	52.57
Grade 7	22	17	21.20	28	38	34.00	49	45	44.80
Grade 8	12	20	14.57	33	34	37.40	54	46	48.03
All Grades	16	16	17.31	32	39	34.21	51	45	48.48

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	14	12	13.44	47	53	39.92	39	35	46.64
Grade 7	17	17	18.80	43	47	46.40	40	37	34.80
Grade 8	20	20	16.93	53	52	41.73	27	28	41.34
All Grades	17	16	16.38	47	50	42.67	36	33	40.95

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 6	16	16	17.79	50	59	39.13	34	24	43.08
Grade 7	20	18	21.20	63	54	55.60	16	29	23.20
Grade 8	9	17	14.17	53	56	50.00	38	27	35.83
All Grades	15	17	17.70	55	56	48.22	29	27	34.08

Conclusions based on this data:

1. With the adoption and implementation of a new Mathematics curriculum, College Preparatory Mathematics (CPM), early data demonstrates less students at "Below Standard" for each assessment category (6% reduction overall).
2. The overall number of students "Not Meeting Standard" in Mathematics has been reduced by 6 percentage points over the past two years (39% to 33%, respectively). There continues to be a tremendous amount of work to be done to improve the number of students "At or Near" and "Above" Standard in Mathematics (overall) based on the total percent at Standard "Not Met" and "Nearly Met" decreasing by only 1 percentage point over the past two years (69% to 68%, respectively).

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	8	8	7	39	35	42	30	29	31	16	20	17	7	8	3
7	13	13	13	43	49	44	28	20	16	8	13	24	7	4	2
8	18	11	10	47	47	44	24	32	33	11	6	10		4	3
Total	13	11	10	43	43	43	28	27	27	12	13	17	5	6	3

Conclusions based on this data:

1. Cunha had a significant number (29)of Redesignated Fluent English Proficient (RFEP) students in 16-17. This resulted in their removal from CELDT data. For this school year, we have already re-designated 24 students and seek to help even more acquire the language skills necessary for redesignation.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	8	8		38	33		29	27		16	19		10	13	
7	13	13		41	47		27	19		8	13		11	9	
8	18	11		45	47		23	32		10	6		5	4	
Total	12	10		41	42		27	26		11	13		9	9	

Conclusions based on this data:

1. The percent of students at "Advanced" and "Early Intermediate" has remained consistent in 2013-14 and 2014-15 school years (52% and 53%, respectively).
2. 8th Grade had a significant shift of students moving away from "Beginning" (13% to 5%), resulting in increased percent of students at "Intermediate" (18% to 23%) and "Early Advanced" (40% to 45%).

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement: Literacy and Reclassification
LEA GOAL:
All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Language Learner students.
SCHOOL GOAL #1:
By June 2018, we will re-classify 25 students and be able to close two sections of ELD. By June 2018, students in ELD classes will raise their reading levels by a minimum of 1 grade level as measured by last administered i-Ready benchmark exam. By June 2018, ELD students in levels 3-5 will have raised their reading scores by a minimum of one and a half full years as measured by iReady.
Data Used to Form this Goal:
Data used to form this goal was derived from past CELDT tests and the prior years SBAC exam (Summative Lit). Data used to form this goal also included school wide dialogue with Department Chairs and Cunha's Leadership Team, informal and formal classroom observations, and professional development teacher surveys. This dialogue and surveys focused on teacher's understanding of the Common Core State Standards and Smarter Balanced Assessment, as well as the quality of professional development offered by the Cabrillo Unified School District, school administrators, and certificated staff members. In examining the master schedule it should be noted that we have 10 sections of ELD and this number is consistent each year. We are seeking the reduction/need for ELD classes by having our students gain literacy skills and reclassify/.

Findings from the Analysis of this Data:

Last year the school had 212 students that took the CELDT/ and this number seems to be consistent each year. This year we have 4 sections of ELD 6 4/5. This number needs to be reduced to two sections.

The results from the last CELDT indicated a there is a large band of students in the INTERMEDIATE (31.6%) and EARLY ADVANCED (40.09%) stages of learning English. Additionally, there seems to be consistency between the grades in how well each student is performing on the CELDT

Grade # Tested Prof
6 97 3.3
7 71 3.3
8 44 3.5

Mean Cunha score: 3.3
Median Cunha score: 3

Cunha students who took the 2016-2017 CELDT test scored as follows:

Beginning: 14 (6.6%)
Early Intermediate: 28 (13.21%)
Intermediate: 67 (31.6%)
Early Advanced: 85 (40.09%)
Advanced: 18 (8.49%)

CELDT comparing 2015-2016 and 2016-2017 (Overall)

Grade # Tested 2015-2016 2016-2017 +/-
6 110 2.9 3.3 0.3
7 90 3.6 3.3 -0.3
8 49 3.1 3.5 0.4

Mean: 3.2 3.3 0.4
Median: 3 3 0

Beginning: 19 (7.88%) 14 (6.6%)
Early Intermediate: 39 (16.18%) 28 (13.21%)
Intermediate: 83 (34.44%) 67 (31.6%)
Early Advanced: 79 (32.78%) 85 (40.09%)
Advanced: 21 (8.71%) 18 (8.49%)

The results from SBAC in ELA show that there is a substantial gap between ELL, RFEP and EO students in their performance on the 2016-2017 SBAC exam. Overall Cunha students were 47.7% proficient in their ELA LIT/Summative exam (15.1% exceeded and 32.8% at standard). ELL students were only 2.8% proficient with 0% exceeding the standard. In addition, students who have been re-designated have a proficiency rate of 36.7% (4.8% exceed the standard and 31.9% are at standard).

Cunha teachers continue to focus on full implementation of CCSS in weekly collaboration where time is spent heavily immersed in continued revision and creation of CCSS-

How the School will Evaluate the Progress of this Goal:
1. Quarterly i-Ready assessments. 2. Increased student advancement in the CELDT. 3. Teacher recommendations upon request as a criterion of the reclassification process regarding the status of ELD students in their class. 4. Increased reclassification rate for English Learners, including the reduction of Beginning and Early Intermediate scores on CELDT.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support expansion of ELD department to lower class size and provide leveled and grade-alike courses. Students will be afforded opportunities to receive more individualized education that will allow them to better access their education. Students will have more opportunities to speak with the teacher and interact daily them them.	June 2017	Principal	Fund one section of ELD instruction to accomplish reduced class sizes, and to provide leveled and grade-alike courses.	1000-1999: Certificated Personnel Salaries	Title I	15000
Department-focused, Common Core State Standards-aligned, SMART goals. Implement and revise assessments in English, Mathematics, and ELD.	May 2017-June 2018	Principal, Teacher on Special Assignment (TOSA), Department Chairs, and Department Members.	To guide instruction during the school year, departments will establish SMART goals that are CCSS-aligned. These SMART goals will guide all curricular and professional development sessions for the 2017-18 school year. Provide extended time for ELA, Mathematics, and ELD Departments to develop and revise pre and post, as well as benchmark assessment, grading of assessments, and uploading of data.	1000-1999: Certificated Personnel Salaries	Title I	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplementary ELD Curriculum and Materials	August 2017-June 2018	Administrators, ELD Department Chair, ELD Teachers	Purchase supplementary curriculum and materials, beyond those provided by the District, to increase the literacy skills of English Learners	4000-4999: Books And Supplies	Title III	450.66
			Purchase of and implemenation of i-Ready curriculum.	4000-4999: Books And Supplies	Title I	6000
Provide Homework tutoring after school for students identified as struggling, regardless of language fluency.	August 2017 - June 2018	Principal	Continue tutoring opportunities after school for targeted English Learner students.	0001-0999: Unrestricted: Locally Defined	Title III	2100
			Continue tutoring opportunities after school for targeted English Learner students	2000-2999: Classified Personnel Salaries	Title I	4992
Curriculum support for EL Learners to acquire the language skills necessary for success in non-English classes.	August 2017-June 2018	Department Chairs, and administrators	Purchase licenses to help EL students learn the language requirements necessary for school--to supplement their classes	5000-5999: Services And Other Operating Expenditures	Title III	1650

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Readiness
LEA GOAL:
Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready.
SCHOOL GOAL #2:
By June 2018, ELD the school will be ready to enroll all ELD students in levels 3,4 and 5 in AVID EXCEL in the fall of 2018.

Data Used to Form this Goal:

CAASPP results, Grades in English and Math, English Language Development (ELD) pathway continuation, California English Language Development Test (CELDT) scores.

The results from SBAC in ELA show that there is a substantial gap between ELL, RFEP and EO students in their performance on the 2016-2017 SBAC exam. Overall Cunha students were 47.7% proficient in their ELA LIT/Summative exam (15.1% exceeded and 32.8% at standard). ELL students were only 2.8% proficient with 0% exceeding the standard. In addition, students who have been re-designated have a proficiency rate of 36.7% (4.8% exceed the standard and 31.9% are at standard).

MATH CAASP TEST RESULTS CURRENT ALL CUNHA STUDENTS:

Student Performance - 2016-2017

Level	#	%
4 Standard Exceeded	98	13.6
3 Standard Met	145	20.1
2 Standard Nearly Met	202	27.9
1 Standard Not Met	278	38.5

MATH CAASP TEST RESULTS CURRENT EL CUNHA STUDENTS:

Student Performance - 2016-2017

Level	#	%
4 Standard Exceeded	0	0.0
3 Standard Met	2	1.4
2 Standard Nearly Met	22	15.4
1 Standard Not Met	119	83.2

MATH CAASP TEST RESULTS CURRENT RFEP CUNHA STUDENTS:

Student Performance - 2016-2017

Level	#	%
4 Standard Exceeded	4	1.9
3 Standard Met	28	13.6
2 Standard Nearly Met	83	40.3
1 Standard Not Met	91	44.2

Findings from the Analysis of this Data:

Cunha's overall data for SBAC in ELA and Math closely parallels that of the state, we are significantly below other area schools (ELA county 58% meet or exceed standard as opposed to 48% at Cunha, and Math county 52% meet or exceed standard as opposed to 33% at Cunha). Teachers also report that many ELD students do not have the literacy skills necessary to perform on standardized tests.

Dating back to 2011, an opportunity gap of approximately 200 API points exists between Caucasian and Hispanic students, students with disabilities, and socioeconomically disadvantaged students. A concerning point was the success of English Learners, many designated as Hispanic, socioeconomically disadvantaged, or students with disabilities. CELDT data showed a number of students were succeeding in the established ELD pathway, but a significant portion of students, primarily lower CELDT scorers, were remaining in ELD courses and not making substantial learning gains. Recommendation to continue the ELD pathway for English Learners (decrease class size, level-based rather than grade-based courses, and provide students new to the United States with a course to gain fluency in students' native language). The gap continued last year with the CAASP scores and ELD students did not meet the "proficient" standard at the same rate of other ethnicities. This is more significant need in the area of math to close the gap between EL and all Cunha students. Additionally, we find it necessary to expand the college-going culture beyond AVID classrooms and include ELD students. ELD students have the same collegiate ambitions as our no-ELD students but lack access to a college and career ready curriculum that meets their individualized needs. EL students need more personalized attention and focus so that they can be better prepared for the rigors of being college and career ready.

EL students lack the language scaffolds necessary to be successful in their academic classes. AVID excel will help students acquire the language skills necessary for them to find success in math and English classes; thus raising their CAASP test scores.

How the School will Evaluate the Progress of this Goal:

The evaluation tools may include: growth in CAASP longitudinal and overall data as compared to local county, common formative assessment results, growth in CELDT passage and increased numbers of students redesignating. Additionally, i-Ready planned tests will help identify ELD student literacy strengths and weaknesses in the areas of: phonics, vocabulary, reading comprehension (literature and non-fiction).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AVID Excel: Advancement via Individual Determination targets traditionally underrepresented students in higher education (socioeconomically disadvantaged, Hispanic, and students with disabilities) - these are students who are often first in their families to attend college. AVID Excel changes the trajectory of long-term English language learners (L-TELLs) by accelerating language acquisition, developing literacy, and placing AVID Excel students on the path to high school AVID and college-preparatory coursework.	August 2017-June 2018	Principal	As the AVID program has grown to four sections, plus a 6th grade exploratory wheel section, approximately 38% of students are enrolled in a year long course or being exposed to AVID strategies and methodologies. Next step, implementation of AVID Excel within all ELD 3 and above classes. Through a sequential set of middle school 7th and 8th grade courses, students are supported to build their academic language, leadership skills, and overall sense of commitment to school with a cohort of peers who share their same college readiness goals.	4000-4999: Books And Supplies	Title I	15000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Summer Extended Learning opportunities for English Learners	May 2016-August 2017	Administrators	A crucial portion of the AVID Excel course sequence is the AVID Excel Summer Bridge that emphasizes developing students' academic language proficiency in all domains—reading, writing, speaking, and listening—while also developing self-determination, leadership skills, and motivation. In order to support English Learners' gains in literacy and language skills, provide opportunity for students to continue interacting with curriculum that focuses on skills required for success in college and career, especially to prevent summer learning loss. Funding is to support a teacher to instruct a summer course.	1000-1999: Certificated Personnel Salaries	Title III	4000
			Curriculum and planning for teacher to develop summer extended learning course	4000-4999: Books And Supplies	Title III	2300
			A crucial portion of the AVID Excel course sequence is the AVID Excel Summer Bridge that emphasizes developing students' academic language proficiency in all	1000-1999: Certificated Personnel Salaries	Title I	1500

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Communication Plan to Support Parent Involvement
LEA GOAL:
Implement a stakeholder communication plan to support parental involvement.
SCHOOL GOAL #3:
By June 2018 increase parent sign ups on SchoolLoop by 10% from 500 to 550 families.
Data Used to Form this Goal:
Cunha's website averages 30,000 hits a month. Approximately 500 (63%) of our Cunha families utilize SchoolLoop, an additional 700 (88%, although duplicated count) families subscribe to Cunha's electronic newsletter, and a substantial number subscribe to Cunha's social media posts. Additionally, when robo phone calls are used, response rate averages 75-90%. Attendance at Back to School Night, Orientation, Open House, PTO/Athletic Booster Meetings, ELAC Meetings, school events, etc. are monitored.
Findings from the Analysis of this Data:
There is no single communication device that reaches every family to support parental involvement. The findings represent data showing that families connect with Cunha where they feel most comfortable (email, phone, social media, website). In order to facilitate excellent communication, all sources should contain the same information. Parental support and involvement is high most months and in most events and meetings. However, attendance can always be improved based on content of meetings, parental education, etc. Given the prevelance of tablets, phones and computers in our society, SchoolLoop seems like the largest parent connection growth opportunity for our school to be more successful in outreaching to our parents.
How the School will Evaluate the Progress of this Goal:
We will measure how many people are signed up for SchoolLoop.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Education meetings	August 2017 - June 2018	Administrators, counselors, Community Liaison, parents	Establish quarterly meetings at Cunha whereby ELAC and other ELD parent groups are invited to campus for a special event that features a topic that is important to the success of the home-student link. This will be facilitated through Cunha's ELAC. At these meetings we will sign parents up for SchoolLoop and showcase how to utilize the site for better parent/teacher communication.	4000-4999: Books And Supplies	Title III	449.34
ALAS Program for English Learners	August 2017-August 2018	Administrators, counselors, Community Liaison, parents	Continue the established community partnership with ALAS to provide access to program for English Learners. Program includes instruction in the music and arts, academic tutoring, and parental engagement. Train ALAS to help us sign people up for SchoolLoop.	5800: Professional/Consulting Services And Operating Expenditures	Title III	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide additional communication to support the engagement of English Learner Families	August 2017-June 2018	Administrators, Community Liaison	This funding is above and beyond all schoolwide communication.	2000-2999: Classified Personnel Salaries	Title III	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AVID EXCEL KICKOFF EVENT	May 2018-August 2018	Administrators, teachers community liason	Advertise the event on SchoolLoop and have a host of computers available during the kickoff event to sign people up for SchoolLoop. A key component to student success is building academic literacy using a support system outside of school. The AVID Excel Family Connections component is designed to do three key things: help families feel comfortable on the middle school campus, foster their increased participation, and expose them to what college readiness and academic language building means for them and their student. Students spend less than 20% of their total time in school. The Family Connections component of AVID Excel partners with families in order to capitalize on the time that students spend at home. Family Connections provide strategies to help families understand what they can do during the 80% of time that their students are not in school in order to cultivate college	4000-4999: Books And Supplies	Title III	250

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Positive School Climate: Safe and Supported Schools
LEA GOAL:
Create a positive school climate where students feel safe and supported.
SCHOOL GOAL #4:
Increase student feelings regarding school belonging and perceptions of school safety by .25% on the Panorama Survey administered in the Fall of 2018.
Data Used to Form this Goal:
From the 2016 Panorama Student and Parent Survey (all data points are on a Likert scale of 1-5, 5 being highest).
Findings from the Analysis of this Data:
Cunha has established a successful and positive climate and culture, especially as compared to the overall district. The data still shows there is room to improve School Belonging - how much students feel that they are valued members of the school community, 3.29/5 (CUSD average was 3.11); School Climate - perceptions of the overall social and learning climate of the school, 3.46/5 (CUSD average was 3.29); School Safety - perceptions of student physical and psychological safety at school, 3.59/5 (CUSD average was 3.61); Valuing of School - how much students feel that school is interesting, important and useful, 3.69/5 (CUSD average was 3.52).
How the School will Evaluate the Progress of this Goal:
Opportunities for positive recognition of students, including the number of Cub Compliments exchanges at the Cub Cart (in alignment with PBIS); number of students recognized for Student of the Week, Student of the Month, and the quarterly Outstanding Cub Award luncheons); reduction in referrals; reduction in suspension and truancy rates; attendance at teacher-parent conferences; expansion of ASB Club offerings; attendance at school dances.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Positive Behavior Interventions & Supports expansion to Tier II	August 2017-June 2018	Administrators, PBIS Team	Continue the work of the 2015-16 PBIS Team, and expand into Tier II operation.	5000-5999: Services And Other Operating Expenditures	Title III	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain and/or Expand Student Recognition Programs	August 2017-June 2018	Administrators, PBIS Team, Leadership Team, Counselors, Teachers	Current Recognition Programs include: Cub Compliments, Student of the Week, Outstanding Cub Award, Honor Roll, Principal's Honor Roll, Merit Award, Student of the Month, Birthday announcements, Recognition Assemblies, Student Work Displayed.	4000-4999: Books And Supplies	Title III	1000

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvement in Student Performance in Academic
SCHOOL GOAL #1:
All Students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Language Learners. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 1, are located in the Goals, Actions and Services section, page 49-62. Migrant Education Centralized Service GOAL 1 ELA/Math RY After school Academic Intervention • The focus for this service will be improving literacy skills as they relate to the CELDT and Smarter Balanced Assessments. • By May of 2018, 80% of students who participate in this program will show at least 5% growth in their targeted area of literacy as measured by the post assessment. The district will also collect data the following year to determine how many of the participating students achieved their goal of reclassification. • Language Power- addresses all four domains of ELA. • 30 students • Manuel F. Cunha Intermediate School • 9/20/17-6/20/18 • Two certificated teachers at $33/hr at 10 hours per week for 30 weeks. Salary of 2 Tutors/ Mentors at $16/hr at 10 hours per week for 30 weeks. $30 annual club membership x 30 MEP • Budget: $53,900

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvement in Student Performance in College and
SCHOOL GOAL #2:
Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 2, are located in the Goals, Actions and Services section, page 63-73.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvement in Student Performance in
SCHOOL GOAL #3:
Implement a stakeholder communication plan to support parental involvement and regular updates. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 3, are located in the Goals, Actions and Services section, page 74-79. GOAL 3 Migrant Education Services Parent Involvement • Parent Academic and Involvement Workshops, Parent Café. • Monthly workshops focus on different aspects of family engagement and parent education though the school year. • To increase parent involvement and parent knowledge of school services and students' academic progress. • 40 Participants • California Frameworks of Family Engagement • 9/2017-6/2018 • MEP Service Coordinator: 10 hours per month x 10 months/ MEP Advocate: 5 hours per month x 10 months • Budget: $7,085

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvements in Student Performance in Positive
SCHOOL GOAL #4:
Create a positive school climate where students feel safe and supported. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 4, are located in the Goals, Actions and Services section, page 80-89.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	43992	0.00
Title III	14700	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Title I	43,992.00
Title III	14,700.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	2,100.00
1000-1999: Certificated Personnel Salaries	22,000.00
2000-2999: Classified Personnel Salaries	5,492.00
4000-4999: Books And Supplies	25,450.00
5000-5999: Services And Other Operating Expenditures	2,650.00
5800: Professional/Consulting Services And Operating	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I	18,000.00
2000-2999: Classified Personnel Salaries	Title I	4,992.00
4000-4999: Books And Supplies	Title I	21,000.00
0001-0999: Unrestricted: Locally Defined	Title III	2,100.00
1000-1999: Certificated Personnel Salaries	Title III	4,000.00
2000-2999: Classified Personnel Salaries	Title III	500.00
4000-4999: Books And Supplies	Title III	4,450.00
5000-5999: Services And Other Operating	Title III	2,650.00
5800: Professional/Consulting Services And	Title III	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,692.66
Goal 2	22,800.00
Goal 3	2,199.34
Goal 4	2,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Seth D. Feldman	X				
Diane Angst		X			
Jeffrey Evans		X			
Ramon Macias		X			
Norma Mirmontes				X	
Jennie Loft				X	
Jean Kuznik			X		
Cameron Lane					X
Phillip Carrig					X
Corine DuBose					X
Ramon Macias		X			
Numbers of members of each category:	**1**	**3**	**1**	**2**	**3**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
X	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
	Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on September 25, 2017.

Attested:

Seth D. Feldman		
Typed Name of School Principal	Signature of School Principal	Date
Diane Angst		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Budget By Expenditures

Manuel F. Cunha Intermediate School

Funding Source: Title I **$43,992.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Fund one section of ELD instruction to accomplish reduced class sizes, and to provide leveled and grade-alike courses.	1000-1999: Certificated Personnel Salaries	$15,000.00	Academic Achievement: Literacy and Reclassification	Support expansion of ELD department to lower class size and provide leveled and grade-alike courses. Students will be afforded opportunities to receive more individualized education that will allow them to better access their education. Students will have more opportunities to speak with the teacher and interact daily them them.
To guide instruction during the school year, departments will establish SMART goals that are CCSS-aligned. These SMART goals will guide all curricular and professional development sessions for the 2017-18 school year. Provide extended time for ELA, Mathematics, and ELD Departments to develop and revise pre and post, as well as benchmark assessment, grading of assessments, and uploading of data.	1000-1999: Certificated Personnel Salaries	$1,500.00	Academic Achievement: Literacy and Reclassification	Department-focused, Common Core State Standards-aligned, SMART goals. Implement and revise assessments in English, Mathematics, and ELD.
Purchase of and implemenation of i-Ready curriculum.	4000-4999: Books And Supplies	$6,000.00	Academic Achievement: Literacy and Reclassification	Supplementary ELD Curriculum and Materials
Continue tutoring opportunities after school for targeted English Learner students	2000-2999: Classified Personnel Salaries	$4,992.00	Academic Achievement: Literacy and Reclassification	Provide Homework tutoring after school for students identified as struggling, regardless of language fluency.

Manuel F. Cunha Intermediate School

As the AVID program has grown to four sections, plus a 6th grade exploratory wheel section, approximately 38% of students are enrolled in a year long course or being exposed to AVID strategies and methodologies. Next step, implementation of AVID Excel within all ELD 3 and above classes. Through a sequential set of middle school 7th and 8th grade courses, students are supported to build their academic language, leadership skills, and overall sense of commitment to school with a cohort of peers who share their same college readiness goals.	4000-4999: Books And Supplies	$15,000.00	College and Career Readiness	AVID Excel: Advancement via Individual Determination targets traditionally underrepresented students in higher education (socioeconomically disadvantaged, Hispanic, and students with disabilities) - these are students who are often first in their families to attend college. AVID Excel changes the trajectory of long-term English language learners (L-TELLs) by accelerating language acquisition, developing literacy, and placing AVID Excel students on the path to high school AVID and college-preparatory coursework.
A crucial portion of the AVID Excel course sequence is the AVID Excel Summer Bridge that emphasizes developing students' academic language proficiency in all domains—reading, writing, speaking, and listening—while also developing self-determination, leadership skills, and motivation.In order to support English Learners' gains in literacy and language skills, provide opportunity for students to continue interacting with curriculum that focuses on skills required for success in college and career, especially to prevent summer learning loss. Funding is to support a teacher to instruct a summer course.	1000-1999: Certificated Personnel Salaries	$1,500.00	College and Career Readiness	Summer Extended Learning opportunities for English Learners

Title I Total Expenditures:	$43,992.00	
Title I Allocation Balance:	$0.00	

Funding Source: Title III **$14,700.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Manuel F. Cunha Intermediate School

Establish quarterly meetings at Cunha whereby ELAC and other ELD parent groups are invited to campus for a special event that features a topic that is important to the success of the home-student link. This will be facilitated through Cunha's ELAC.At these meetings we will sign parents up for SchoolLoop and showcase how to utilize the site for better parent/teacher communication.	4000-4999: Books And Supplies	$449.34	Communication Plan to Support Parent Involvement	Parent Education meetings
Continue the established community partnership with ALAS to provide access to program for English Learners. Program includes instruction in the music and arts, academic tutoring, and parental engagement.Train ALAS to help us sign people up for SchoolLoop.	5800: Professional/Consulting Services And Operating Expenditures	$1,000.00	Communication Plan to Support Parent Involvement	ALAS Program for English Learners
This funding is above and beyond all schoolwide communication.	2000-2999: Classified Personnel Salaries	$500.00	Communication Plan to Support Parent Involvement	Provide additional communication to support the engagement of English Learner Families
Advertise the event on SchoolLoop and have a host of computers available during the kickoff event to sign people up for SchoolLoop.A key component to student success is building academic literacy using a support system outside of school. The AVID Excel Family Connections component is designed to do three key things: help families feel comfortable on the middle school campus, foster their increased participation, and expose them to what college readiness and academic language building means for them and their student. Students spend less than 20% of their total time in school. The Family Connections component of AVID Excel partners with families in order to capitalize on the time that students spend at home. Family Connections provide strategies to help families understand what they can do during the 80% of time that their students are not in school in order to cultivate college readiness and academic language.	4000-4999: Books And Supplies	$250.00	Communication Plan to Support Parent Involvement	AVID EXCEL KICKOFF EVENT

Manuel F. Cunha Intermediate School

Continue the work of the 2015-16 PBIS Team, and expand into Tier II operation.	5000-5999: Services And Other Operating Expenditures	$1,000.00	Positive School Climate: Safe and Supported Schools	Positive Behavior Interventions & Supports expansion to Tier II
Current Recognition Programs include: Cub Compliments, Student of the Week, Outstanding Cub Award, Honor Roll, Principal's Honor Roll, Merit Award, Student of the Month, Birthday announcements, Recognition Assemblies, Student Work Displayed.	4000-4999: Books And Supplies	$1,000.00	Positive School Climate: Safe and Supported Schools	Maintain and/or Expand Student Recognition Programs
A crucial portion of the AVID Excel course sequence is the AVID Excel Summer Bridge that emphasizes developing students' academic language proficiency in all domains—reading, writing, speaking, and listening—while also developing self-determination, leadership skills, and motivation.In order to support English Learners' gains in literacy and language skills, provide opportunity for students to continue interacting with curriculum that focuses on skills required for success in college and career, especially to prevent summer learning loss. Funding is to support a teacher to instruct a summer course.	1000-1999: Certificated Personnel Salaries	$4,000.00	College and Career Readiness	Summer Extended Learning opportunities for English Learners
Curriculum and planning for teacher to develop summer extended learning course	4000-4999: Books And Supplies	$2,300.00	College and Career Readiness	Summer Extended Learning opportunities for English Learners
Purchase licenses to help EL students learn the language requirements necessary for school--to supplement their classes	5000-5999: Services And Other Operating Expenditures	$1,650.00	Academic Achievement: Literacy and Reclassification	Curriculum support for EL Learners to acquire the language skills necessary for success in non-English classes.
Continue tutoring opportunities after school for targeted English Learner students.	0001-0999: Unrestricted: Locally Defined	$2,100.00	Academic Achievement: Literacy and Reclassification	Provide Homework tutoring after school for students identified as struggling, regardless of language fluency.
Purchase supplementary curriculum and materials, beyond those provided by the District, to increase the literacy skills of English Learners	4000-4999: Books And Supplies	$450.66	Academic Achievement: Literacy and Reclassification	Supplementary ELD Curriculum and Materials

Title III Total Expenditures:	$14,700.00
Title III Allocation Balance:	$0.00
Manuel F. Cunha Intermediate School Total Expenditures:	$58,692.00

The Single Plan for Student Achievement

School: Alvin S. Hatch Elementary

CDS Code: 41688906043616

District: Cabrillo Unified School District

Principal: David Porcel

Revision Date: 9/14/17

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: David Porcel

Position: Principal

Phone Number: (650) 712-7160

Address: 490 Miramontes Ave.
Half Moon Bay, CA 94019

E-mail Address: porceld@cabrillo.k12.ca.us

The District Governing Board approved this revision of the SPSA on October 12, 2017.

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School Vision and Mission

Alvin S. Hatch Elementary's Vision and Mission Statements
Hatch Elementary is committed to helping children become lifelong learners in an environment that values academic excellence and global understanding. The school is unique in the district because two pathways are provided for students. The first is a traditional English program. The second is a two-way English-Spanish immersion program. Other key identifying characteristics include a partnership with Stanford University for student teachers and participation in the international Amity Institute Intern Program. This program provides future educators from other countries the opportunity to gain teaching skills under the direct supervision of a certified teacher in an American classroom. In addition, interns often serve as living models of language and culture. They offer a native perspective on their language, culture and country, enabling Hatch students to better understand and appreciate the languages they study.

Parents are active members of the Hatch community and support the school in many wonderful ways. Hatch is the recipient of numerous recognition's, including the 2011 San Mateo County Reading Association Award for Principal's Book of the Month Program and the 2014 Amity International Emily Stowell Scholarship.

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

School Profile

Hatch Elementary School, part of the Cabrillo Unified School District, is located in the historic coastal town of Half Moon Bay. The school is one of four elementary schools in the district, serving approximately 600 students in a transitional kindergarten class (TK) and kindergarten through 5th grade. The school's attendance area extends from San Gregorio in the south to Wave Avenue and Terrace Avenue in the north. Hatch Elementary houses two programs, a structured English instruction program and a district school of choice program- a Two-Way Bilingual Immersion (Spanish) program.

The district provides various summer programs. There are two Head Start programs in the community and an on-site Coastside Children's Programs which provides before-after school enrichment, full-time summer activities, preschool readiness program and extended learning for K –5th grade students. In addition, students are recommended for a district summer school program in conjunction with The Big Lift.

Hatch Elementary just adopted a new curriculum for English Language Arts (Wonders) and Spanish Language Arts (Maravillas).and all district elementary schools are working with Columbia University's Teacher's College of Reading and Writing Project, a research and standards-based writing and reading program. The mission of the Reading and Writing Project is to help young people become avid and skilled readers, writers, and inquirers. In addition, GLAD (Guided Language Acquisition Design) experts have worked collaboratively with Hatch in providing on-going training to staff. Project GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. It is our goal for all children to read and write at standard or above.

Every student shall be empowered to achieve the highest of skills academically, linguistically, and socially while developing self-esteem and creativity. Students will leave with a multitude of experiences that begin to prepare them for the multi-cultural, technologically sophisticated society of the twenty-first century. We believe education is the shared responsibility of parents, students, and the community in partnership with the school.

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

The Hatch PTO, due to lack of available funds at the district, state, and federal level, gives generous support towards a comprehensive K-5 music program, Art in Action curriculum and instructors, the Amity Institute intern program, physical education, our library program, student assemblies, and so much more. In addition, parents and other volunteers contributed thousands of

additional hours directly to Hatch classrooms, including serving breakfast to our students, teaching Kinder Movement and organizing PlayWorks games at lunch. Parent volunteers drive on field trips, share their knowledge in the classroom, assist with special projects such as our Young Author's Week, SF Opera a la carte, Ocean's Week, and Scholastic Book Faire. Hundreds of additional volunteer hours were given to PTO and district fundraising events.

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

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

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

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Student surveys are used by many teachers as part of lesson planning and implementation. Students are surveyed as part of the regular school curriculum (ex. math & science) dependent on the curriculum focus. As a result of these surveys, student discovery is promoted. In addition, throughout the year students are surveyed school-wide on issues around school transportation modes and safety. The results of these surveys are shared school-wide
Parents are surveyed in a variety of manners. On a site level, parents may be surveyed on site issues and/or school performance. At a district level, parents are offered the opportunity to complete surveys on district strategic planning and other growth related issues. As a result of these surveys, the district considers the responses to inform decision making.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers at Hatch Elementary are formally observed according to the Cabrillo Unified School District and Cabrillo Unified Teacher's Union (CUTA) calendar, depending upon seniority (non tenured teachers are formally observed twice a year and tenured teachers are formally observed once every other year per contract).. The results of these formal observations are shared through a formal evaluation process- both written and oral.
At the site level, teachers are observed often on informal "walk through's" in which immediate feedback is given- both written and oral. The results of these observations are used to track teacher growth and performance and to give constructive feedback towards instructional practice improvements.
With support of the district, teachers in the immersion program are given technical assistance in best immersion teaching practices via classroom observations and curriculum alignment.
Teachers in both programs are given support in both practice and observation with lab sites in academic conversations, number talks, and other math and language arts related activities.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   Available state and local data is used to plan and modify class instruction . Teachers meet as grade level teams to analyze student data and form groups in language arts, math, and ELD instruction. At these meetings, teachers determine growth priorities for the year, determine SMART goals to meet growth priorities, determine target students for intervention, discuss best teaching practices, share and gather materials to support those practices, determine assessment tools related to SMART goals, and to schedule follow up meetings to discuss assessment data and to modify instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Curriculum embedded assessments are used much like the assessments above. Teachers use the data to determine the needs for reteaching and extended/ enriched instruction. This may include students that need new groupings, different curriculum and materials, and modified teaching strategies. Curriculum-embedded assessments are also used for grade and progress reporting to students and families.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   100% of teachers are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   Professional development is provided in the following manner: The school year begins with a district office led professional development day. A professional development plan is then constructed for six minimum days throughout the year. These days can be site based and/or shared by grade level schools. At the elementary level, collaboration among sites occurs in alignment of shared professional development days.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

   Site administration and other team members administer surveys to ensure that trainings offered meet the needs of the teachers. Trainings are also determined by site and district goals.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   The district technology support staff is available to assist teachers in technical needs. In addition, the district technology committee has designated cadres of teachers as cohort one team members on a past district-wide technology roll out. These staff members are designated per site to be the lead teachers and part of the implementation. As lead instructors, they are key in training other staff members on district technology needs. These staff members often lead specific, immediate site based training, as well as larger whole staff and district professional development.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level teams meet weekly per the collaboration calendar. During this time a designated topic (ELD, Math, ELA, etc.) is discussed and related to professional practice.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Grade level teams will meet weekly to align curriculum and instruction to the Common Core Standards. Teachers will meet during this time to plan and discuss lessons. Teachers will use classroom assessments to evaluate student understanding and depth of knowledge. These assessments also help teachers identify needs for re-teaching and intervention. All teachers work collaboratively within the grade level at the site and across the district to map standards out in year long plans. Teachers will work with existing assessments to align them to the Common Core.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers submit daily/ weekly schedules at the start of the school year that adhere to all recommended instructional minutes in both language arts and math. Teachers group students based on need to ensure students are exposed to concepts with sufficient support and pacing. Site administration will make frequent informal visits to classrooms throughout the instructional day to ensure that instructional minutes are being met.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers work to create year-long plans and have time in team meetings to make adjustments to the plan where needed. In addition, elementary sites have time during professional development to collaborate and share best practices.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Teachers are using materials adopted by the district and available on site to align components accessed by students with the Common Core standards. Through grade level and district articulation, materials are shared and disseminated. District TOSA's (teachers on special assignment) are available to answer questions, provide targeted support, and model instructional practices. In addition, our PTO, school site, and Cabrillo Education Foundation (CEF) support teachers with funding towards materials needed and additional professional development.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Houghton Mifflin language arts materials are adopted for both the Two-way Bilingual Immersion (Spanish) program and the traditional English only program. The Everyday Math program was also adopted for all students. Students are provided with consumable workbooks for both adopted programs. State adopted science (FOSS) and social studies materials (text books and workbooks) are provided to all students.
Reading Intervention teachers use the Fountas and Pinnel intervention materials for students needing reading assistance.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Instruction ranges from 1 to 1 support to small group lessons. During school (recess and/or lunch time) and after school intervention groups are formed by teachers based on student need. Students not reading at grade level are referred to the site based reading intervention teachers for additional support. Students are cycled through the process as their reading levels improve.

14. Research-based educational practices to raise student achievement

Teachers at all grade levels are trained in state adopted materials. In both language arts and social studies, teachers utilize guided reading, GLAD strategies, systematic phonics, and Teachers College Reading and Writing Workshop strategies. Science and math instruction use hands on strategies to provide universal access to state adopted materials. Project based learning is used in all areas to provide students a higher level of rigor needed to meet the CCSS.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Hatch Elementary students benefit from community volunteers in the classroom daily. In addition, through the Amity Intern Program, students have access to additional support from 4-6 Amity interns that Hatch has on site daily/ annually. These interns work every day of the school year in classes to support students academically while exposing them to their cultures. District provided SES instruction provided by TutorWorks provides students with enriched academic support after school. Finally, the Hatch Homework Club provides students with academic support twice a week with adult tutors (teachers, high school students, and Amity interns).

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Hatch Elementary School community is involved as stakeholders in a variety of settings. These stakeholders help analyze data and make decisions about school goals, action steps, materials, and funding. The following forums are available for stakeholder feedback:

School Site Council Meetings
Hatch Leadership Team Meetings
PTO Meetings
Grade Level Team Meetings
District-wide Staff Development Opportunities
ELAC Meetings/ ELAC PTO Coffee Dates

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funding is used to provide support to under performing students through researched based, targeted intervention based upon assessment results. Teacher teams collaborate in weekly grade level team meetings to discuss best practices and needed intervention strategies. Interventions are provided throughout the school day as well as after school. Classroom teachers, Amity interns, parent volunteers, and student teachers help support these efforts. A variety of materials and instructional practices are implemented including: small group instruction, 1 on 1 instruction, leveled groups, and GLAD strategies.

18. Fiscal support (EPC)

The Cabrillo Unified School District provides fiscal support for our school site to meet the state required Nine Essential Program Components in supporting academic student achievement.

Description of Barriers and Related School Goals

Barriers:

Two programs English Only & Two-way Bilingual (Spanish) Immersion operating within one site. Newly adopted curriculum that teachers are receiving on-going training through the publisher trainer and/or among teachers and administration.

Possible underlying causes of low performance of ELL and socioeconomically disadvantaged subgroups:
Demographics, language barriers, limited home resources for support, and parent/ teacher expectations interfere with accelerated learning groups for this group of students.

Construction is almost finalized. The three main buildings are finished, except building B that is almost finalized. Corridors and front of the school will be at its completion by the end of the school year. Building D will be in the process of being built throughout the 2017-2018 school year.

Action steps to be accomplished to meet the objectives for the school plan:

Targeted students (ELL's and students close to reclassification) will be identified for needed interventions in ELA, ELD, and math.

The following interventions will be targeted to ELL and SES students:

1. Targeted ELL/ SES support after school via structured after school intervention program (Lexia) and site designated ELD and math support.
2. Support via Hatch Homework Club with adult aides & Amity interns after school two days a week.
3. Amity interns in classes to support teachers and students throughout the school year.
4. Homogeneous, small group instruction/ support in the classroom.
5. Teacher dedicated/ targeted after school support groups.
6. Reading intervention teachers working with small groups of students in research based reading intervention practice.
7. Use of mobile Chrome Book labs in classrooms by teachers and students.
8. CCSS training for staff and parents.
9. CCSS support via teachers on special assignment at the elementary level to provide targeted site and whole group instruction models.

Goal 1: During the 2016-2017 school year, with all teachers using lessons based on Common Core Standards, students will improve in grade level proficiency in ELA. In addition, through targeted onsite after school intervention, at risk 3rd, 4th and 5th graders will receive additional support in reading and ELD instruction with a goal of grade level proficiency in reading, movement of at least one CELDT level, with the end goal of reclassification.

Goal 2: Students with deficiencies in specific targeted areas of mathematical practice in the following subgroups: English Learners and Socioeconomically Disadvantaged, will receive additional interventions and supports through after school instruction as measured by pre and post assessments in alignment with CAASPP . Finally, grade level teams of teachers will have additional release time for collaboration and professional development in math instructional practices.

Goal 3: Parent communications will continue in all existing formats (hard copies, websites, email blasts, robo calls, etc.) and additional new methods will be implemented (texts, “on the ground reminders,”etc.) for the current school year. In addition, Hatch Elementary will offer six parent education sessions throughout the school year- two per trimester. These sessions will be based on school to home academic awareness and education, as well as SEL (Social Emotional Learning) issues relevant to families of elementary students.

Goal 4: Hatch Elementary will continue to implement PBIS (Positive Behaviors Interventions & Supports) practices at the tier 2 level and work toward advancement to the top level of tier 3. In addition, truancy rates, as measured through site and district internal data, will continue to remain low through positive supports and recognition implemented school-wide. Parent and student survey data will be used to monitor and maintain a positive school climate where students feel safe and supported.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	98	94	119	94	91	117	93	91	117	95.9	96.8	98.3
Grade 4	100	92	91	97	90	90	97	90	90	97.0	97.8	98.9
Grade 5	94	95	94	92	94	93	92	94	93	97.9	98.9	98.9
All Grades	292	281	304	283	275	300	282	275	300	96.9	97.9	98.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2379.0	2428.8	2413.3	7	25	23.08	19	23	18.80	24	26	23.93	48	25	34.19
Grade 4	2459.0	2452.2	2459.4	24	22	25.56	18	21	20.00	23	20	17.78	36	37	36.67
Grade 5	2495.8	2497.5	2454.4	15	22	9.68	33	27	23.66	21	16	21.51	32	35	45.16
All Grades	N/A	N/A	N/A	16	23	19.67	23	24	20.67	23	21	21.33	39	32	38.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	29	25.00	42	41	41.38	47	31	33.62
Grade 4	24	21	27.78	40	39	42.22	36	40	30.00
Grade 5	16	22	15.05	47	40	43.01	37	37	41.94
All Grades	17	24	22.74	43	40	42.14	40	36	35.12

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	27	22.41	44	46	41.38	51	26	36.21
Grade 4	23	17	24.44	43	51	42.22	34	32	33.33
Grade 5	21	24	13.98	46	41	44.09	34	34	41.94
All Grades	16	23	20.40	44	46	42.47	39	31	37.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	16	21.55	55	66	53.45	31	18	25.00
Grade 4	19	19	13.33	59	63	60.00	23	18	26.67
Grade 5	21	20	9.68	60	54	56.99	20	26	33.33
All Grades	18	19	15.38	58	61	56.52	24	20	28.09

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	26	24.14	45	48	46.55	45	25	29.31
Grade 4	12	21	23.33	44	58	50.00	23	21	26.67
Grade 5	36	31	7.53	52	53	46.24	12	16	46.24
All Grades	19	26	18.73	47	53	47.49	27	21	33.78

Conclusions based on this data:

1. In the area of reading and "demonstrating understanding of literary and non-fictional texts," The 3rd grade implementation of effective instructional strategies and approaches seem to be advancing student understanding. It seems that in the other grade levels (4 & 5) further data analysis and professional development with release collaboration time can be focused on implementing needed instructional strategies.
2. In the area of writing and "producing clear and purposeful writing," the 3rd and 4th grade teams seem to be making or keeping adequate progress. The 5th grade team still needs additional support in this area. This pattern repeats in the area of listening with "demonstrating effective communication skills" for the 5th grade team. More professional development and release collaboration time to implement needed instructional strategies is planned.
3. In the area of research/inquiry and "investigating, analyzing, and presenting information," the pattern of instructional success at 3rd & 4th grade repeats itself, with a decline at the 5th grade level. Again, more teacher development and growth is planned for third and fourth grade teams.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	98	94	119	94	91	117	93	91	117	95.9	96.8	98.3
Grade 4	100	92	91	97	92	90	97	91	90	97.0	100	98.9
Grade 5	94	95	94	93	95	92	93	95	92	98.9	100	97.9
All Grades	292	281	304	284	278	299	283	277	299	97.3	98.9	98.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2397.0	2423.7	2432.8	10	14	20.51	26	29	30.77	23	30	22.22	40	27	26.50
Grade 4	2462.2	2452.1	2445.6	15	7	4.44	21	30	25.56	33	36	37.78	31	27	32.22
Grade 5	2500.9	2483.1	2467.5	16	22	5.43	20	12	22.83	31	22	30.43	32	44	41.30
All Grades	N/A	N/A	N/A	14	14	11.04	22	23	26.76	29	29	29.43	35	33	32.78

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	21	31.90	32	43	39.66	51	36	28.45
Grade 4	25	22	11.11	29	34	36.67	46	44	52.22
Grade 5	25	19	18.48	35	27	30.43	40	54	51.09
All Grades	22	21	21.48	32	35	35.91	46	45	42.62

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	27	31.62	45	49	37.61	38	23	30.77
Grade 4	19	13	11.11	48	47	55.56	33	40	33.33
Grade 5	15	18	8.70	44	36	46.74	41	46	44.57
All Grades	17	19	18.39	46	44	45.82	37	36	35.79

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	26	31.03	53	49	39.66	34	24	29.31
Grade 4	23	18	14.44	35	47	43.33	42	35	42.22
Grade 5	17	18	6.52	54	43	50.00	29	39	43.48
All Grades	18	21	18.46	47	47	43.96	35	33	37.58

Conclusions based on this data:

1. In the overall area of mathematical practice, the progress at 3rd and 4th grades noted in language arts, repeats itself. In the first section of concepts & procedures and "applying mathematical concepts and procedures," 3rd and 4th grades have made progress from 2014 to 2015 (especially at grade 3); however, some of fourth and all of 5th grade level is planning to analyze the data and examine instructional practices. This can be supported by ongoing professional development and structured additional collaboration time.
2. In the area of problem solving & modeling/data analysis and "using appropriate tools and strategies to solve real world and mathematical problems," once again 3rd grade has shown the most growth. For grades 4th and 5th we plan to engage in deep data analysis of results, extended collaboration time to examine practices, and more professional development to support greater academic gains.
3. In the area of communicating reasoning and "demonstrating ability to support mathematical conclusions," once again the 3rd and 4th grade cohorts fared better than the 5th grade cohorts. It seems that the recurring theme of targeted work (collaboration & professional development) by 5th grade support adequate growth to happen.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				9	27	50	55	27	17	9	27		27	18	33
1	2	2	2	39	14	33	39	33	31	16	24	2	4	26	31
2				3	12	4	48	33	33	38	31	36	13	25	27
3	2	6	6	15	29	23	40	41	34	26	18	28	17	6	9
4	4	3	4	29	30	13	47	45	75	20	13	8		10	
5	26	3	8	43	50	39	23	44	34	6	3	5	3		13
Total	6	2	4	25	25	24	41	38	38	21	19	17	8	15	18

Conclusions based on this data:

1. The number of students in the advanced level remain low. We need to analyze what percentage of these students reclassified and how many regressed to early advanced levels.
2. We have a high percentage of students in the early advanced level. Looking at the students individually and collectively will help us identify their needs so they can be reclassified particularly students in grades 3-5.
3. A change in the percentage of students in 4th grade from 23% at the beginning or early intermediate to only 8% at the early intermediate and 0% who scored at the beginning level can help us identify the strategies that moved them toward meeting the growth of one level yearly.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	2			2	11		16	18		21	25		59	46	
1	6	4		37	16		38	31		15	22		4	27	
2				2	12		46	33		37	31		15	25	
3	2	6		15	29		42	40		25	17		17	9	
4	4	2		29	29		47	43		20	12			14	
5	25	3		42	50		25	44		6	3		3		
Total	6	2		20	22		35	33		21	20		18	23	

Conclusions based on this data:

1. Students seem to plateau at intermediate and we are seeing negative or stagnant growth as we move students from intermediate to early advanced and from early advanced to advanced. Past trends show that intervention strategies and instruction have focused on those beginning, early intermediate and intermediate groups. Intervention instruction might not have focused on proficiency level students which may account for the negative growth noted above.2015-2016 intervention instruction did not focus on grouping student by proficiency level and/or domains of need. This is being reviewed for possible changes in the new year.

2. When considering the lower proficiency rate of Lower Primary grade students, 77 percent of these assessed students are participating in the TWBI program. Those students are receiving 80-90 percent of their instruction in Spanish. The little English instruction benefits the students' Spanish literacy but may lead to a lower proficiency rate on CELDT until instruction equals out in later years.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement: Literacy and Reclassification
LEA GOAL:
All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Language Learner students.
SCHOOL GOAL #1:
During the 2017-2018 school year, with all teachers using our newly adopted ELA/SLA curriculum (Wonders/Maravillas) to support Common Core State Standards, students will improve by 3% in grade level proficiency in ELA as measured by Fountas & Pinnell in grades K-5, SLA as measured by Fountas and Pinnell in grades K-3 and DRA assessments in grades 3-5. In addition, through targeted onsite after school intervention, at risk 3rd, 4th and 5th graders will receive additional support in reading and ELD instruction with a goal of grade level proficiency in reading, movement of at least one CELDT level, with the end goal of reclassification.
Data Used to Form this Goal:
CAASPP (California Assessment of Student Performance and Progress), CELDT (California English Language Development Test), common assessment, and formative assessments.
Findings from the Analysis of this Data:
Recent CAASPP data and analysis of site student reading running records shows that 42.2% of all students met or exceeded the standard in ELA, and 13.08% of ELD students met the standard in ELA.
How the School will Evaluate the Progress of this Goal:
Progress monitoring will be shared in grade level team meetings with reports on targeted students and action plan will be shared with administration. These teams will work collaboratively to share data and implement strategies to increase student achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide research based, targeted interventions (as mentioned above) beyond the school day for targeted subgroups of students not meeting grade level standards utilizing computer based reading software (Lexia), ELD standards based instruction including, but not limited to: GLAD (Guided Language Acquisition Design), guided reading, RAZ Kids (Online guided reading program with interactive ebooks, downloadable books, and reading quizzes), drama based listening/speaking activities, and literature circles. Three 9 week sections of targeted intervention for students (EL's and socioeconomically disadvantaged) in grades 3-5. Sections are 1 hour 3 times per week. 15 students per section. Teacher cost of $1,600.00 per session for 3 sessions. We will show evidence of this by: Lexia Data, Raz Kids Data, Attendance after school., CELDT, CAASPP, EADMS Data.	2017-2018 school year	Principal Assistant Principal Teachers Leadership Team School Site Council	Pay for 3 teachers at the hourly rate.	1000-1999: Certificated Personnel Salaries	Title III	14400.00
			Supplemental Supplies	4000-4999: Books And Supplies	Title III	2532
			Supplementary supplies	4000-4999: Books And Supplies	Title I	4792
			Release time/ subs for teachers	1000-1999: Certificated Personnel Salaries	Title I	1300
Additional days (hourly) for Professional Development to train teachers. We will collect the following evidence: agenda and sign-in sheets.	2017-2018 school year	Principal Assistant Principal Teachers School Site Council	Cost of teacher (hourly) not to exceed a combined total of 65 hours.	1000-1999: Certificated Personnel Salaries	Title I	3100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Summer intervention for targeted English Learner and socioeconomically disadvantaged students. Evidence consisting of pre and post assessments and attendance will be collected.	Summer 2018	Principal Assistant Principal Teachers Grade level teams	Spaces for summer intervention students for socioeconomically disadvantaged students.	1000-1999: Certificated Personnel Salaries	Title I	7500
			Spaces for summer intervention students English Learners	1000-1999: Certificated Personnel Salaries	Title III	4204.00
Support regular articulation within and across grade level teams to implement CCSS and develop integrated units of instruction. Grade level teams meet weekly to monitor and review formative and summative common assessment data, discuss best teaching practices, and develop and action plan.	ongoing	Principal Assistant Principal Teachers Grade level teams				
Implement CCSS instructional strategies to use technology, including the Internet, tablets, Chromebooks. Utilize technology such as Lexia, RAZ Kids, Brain Pop, Typing Agent, etc, to engage and motivate students, provide support and integrate subjects. We will collect the following evidence: Lexia reports, Raz Kids reports.	ongoing	Principal Assistant Principal Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide research based, targeted instruction, guided by formative and summative assessments, tied to Wonders/Maravillas, utilizing strategies including, but not limited to: close reading techniques, guided reading, literature circles, and Teachers College reading and writing workshop to help students to: 1) Help students to read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2) Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and sufficient evidence. We will collect the following evidence: CAASPP, EADMS data.	ongoing	Principal Assistant Principal Teachers				
Provide best Tier 1 instruction in the classroom by implementing newly adopted ELA/SLA curriculum (Wonders/Maravillas). Teachers will identify areas of need to target students by using a variety of instructional strategies. SDAIE strategies will be used to facilitate access to curriculum for ELD students. We will collect the following evidence: formative and summative assessments, EADMS data, CAASPP, CELDT, exemplary lesson plans.	ongoing	Principal Assistant Principal Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELD will be implemented daily for 30 minutes of Explicit Direct Instruction. Students will be grouped in no more than two CELDT levels per group. Teachers will be implementing newly ELD curriculum (Wonders) with students. We will collect the following evidence: formative and summative assessments, CELDT/ELPAC	ongoing	Principal Assistant Principal Teachers				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Readiness
LEA GOAL:
Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready.
SCHOOL GOAL #2:
Students from 3rd to 5th grade who are at risk in specific targeted areas of mathematical practice will gain 3% overall as measured by the CAASPP (California Assessment of Students Progress and Performance) in the spring of 2018.
Data Used to Form this Goal:
CAASPP, classroom assessments, formative assessments, grades
Findings from the Analysis of this Data:
CAASPP in Mathematics data shows that 59.8% of students in 3rd to 5th grade did not meet the standards. Data shows that 30.7% nearly met the standard. This group of students at risk need targeted support in identified math areas by assessment data.
How the School will Evaluate the Progress of this Goal:
Progress monitoring of student achievement and data (formative and summative assessments, students' work samples, classroom tests, etc...) will be monitored by site administration and teachers teaching the course and will be shared at grade level team meetings. Administration and the grade level teams will work collaboratively to develop an action plan to target students in need in this area.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide research based, targeted intervention beyond the school day for targeted subgroups and students not meeting grade level standards in math. Maintain, develop, and monitor common formative assessments and data. We will collect the following evidence: formative and summative assessments, CAASPP, EADMS data.	ongoing	Principal Assistant Principal Teachers & Grade level teams	Targeted Math intervention: 20 students at risk. Release time/ subs for teachers Supplementary materials & supplies FrontRow online math program	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Title I Title I Title I Title I	4600.00 2500.00 1000.00 5000
Professional development to develop and implement CCSS and research based instructional strategies including unpacking standards, integrated units of instruction, and time to plan units that will be implemented. We will collect the following evidence: agendas, sign-in sheets, walk through forms, administration observations.	ongoing	Principal Assistant Principal Teachers & Grade level teams District personnel	Release time/sub for teachers	1000-1999: Certificated Personnel Salaries	Title I	1000.00
Provide for regular articulation within and between grade level teams to implement CCSS and develop integrated units of instruction. Grade level teams meet weekly to monitor common assessment data, discuss best teaching practices and needed interventions.	ongoing	Principal Assistant Principal Teachers & Grade level teams				
Provide research based, targeted instruction, guided by assessment, tied to integrated units of instruction, utilizing strategies including, but not limited to: hands on math, use of manipulatives and realia, and daily math practice. Maintain, develop, and monitor common formative assessments and data.	ongoing	Principal Assistant Principal Teachers & Grade level teams				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement CCSS instructional startegies to use technology, including the internet, Frontrow, BrainPop, tablets, Chromebooks, Smartboards, applications (apps), and related resources to produce and publish mathematical knowledge, to collaborate with others, and to make strategic use of digital media to implement the standards for mathematical practice. In addition, implement SVMI (Silicon Valley Math Initiative) and MARS tasks to supplement current practice.	ongoing	Principal Assistant Principal Teachers & Grade level teams				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Communication Plan to Support Parent Involvement
LEA GOAL:
Implement a stakeholder communication plan to support parental involvement.
SCHOOL GOAL #3:
Maintain at least 82% of families responding favorably on the 2017-2018 Panorama Family Survey within the topic of Barriers to Engagement. Increase the 44% of families who responded favorably on the 2017-2018 Panorama Family Survey within the topic of Family Engagement by 5%.
Data Used to Form this Goal:
The Barriers to Engagement and Family Engagement Topics from the Fall 2016 Panorama Family Survey. Parent surveys within the wider school/district settings as well as specific surveys at SSC (School Site Council) meetings, PTO (Parent Teacher Organization) meetings, ELAC (English Learner Advisory Committee) meetings and SIPA (Spanish Immersion Parents Association). In addition, teachers have provided anecdotal reporting of parent interests and concerns to administration.
Findings from the Analysis of this Data:
In Fall 2016, Panorama Family Survey 82% of families responded favorably within the topic of Barriers to Engagement (3% higher than the district average) and 44% of families responded favorably within the topic of Family Engagement (6% higher than the district average)
How the School will Evaluate the Progress of this Goal:
For the school year 2017/2018, Panorama Survey, sign-in sheet from ELAC, PTO, and SIPA meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Plan and implement six parent education nights (2 per trimester).	ongoing	Principal Assistant Principal Teachers SSC members	Extra time for office staff to help facilitate promotion and coordination	2000-2999: Classified Personnel Salaries	Title I	750.00
			Planning and facilitating parent education night (presenter, meetings after school, materials, etc...)	1000-1999: Certificated Personnel Salaries	Title I	3000
PTO and SIPA; SSC and ELAC	ongoing	Principal Assistant Principal Site Leadership Team Teachers Parents	Childcare for parents meetings for ELAC for an average of 4 meeting during the school year	2000-2999: Classified Personnel Salaries	Title III	200
			Childcare for parents meetings for SSC for an average of 6 meeting during the school year	2000-2999: Classified Personnel Salaries	Title I	400
Parent communication and engagement will continue in all existing formats (hard copies, websites, email blasts, robo calls, etc.) and additional new methods will be implemented (texts, “on the ground reminders,”etc.) for the current school year.						
Monitor the Barriers to Engagement and Family Engagement topic responses of 2017-2018 Panorama Family Survey						

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Positive School Climate: Safe and Supported Schools
LEA GOAL:
Create a positive school climate where students feel safe and supported.
SCHOOL GOAL #4:
Increase the percentage of families who responded favorably on the 2017-2018 Panorama Family Survey within the topic of School Climate by 5%. Increase the percentage of families who responded favorably on the 2017-2018 Panorama Family Survey within the topic of School Safety by 5%. Increase attendance percentage by 1% in the school year of 2017-2018.
Data Used to Form this Goal:
Attendance rates reported from the district office and at the site level via Infinite Campus. In addition, referrals will be monitored by administration and the site PBIS team as well as the related results of positive interventions (rewards, recognition's, etc.).
Findings from the Analysis of this Data:
In Fall 2016, Panorama Family Survey 73% of families responded favorably within the topic of School Climate (11% higher than the district average) and 85% of families responded favorably within the topic of School Safety (10% higher than the district average). Attendance from 2016-2017 school year shows an overall attendance rate of 96.25%.
How the School will Evaluate the Progress of this Goal:
The school will evaluate the progress of this goal by monitoring attendance in biweekly meetings and through office referrals related to behaviors as discussed and reported out to all teams by the PBIS team. Also, survey results data will be collected.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site administration and teacher/ classified leaders will work together to implement and monitor PBIS and attendance practices and procedures and supplementary funds will be utilized to support these efforts.	ongoing	Principal Assistant Principal Site Leadership Team Attendance clerk	Funds to supplement office practice (certificates, recognition's, etc.)	2000-2999: Classified Personnel Salaries	Title I	1000.00
			Targeted attendance monitoring of at risk students	2000-2999: Classified Personnel Salaries	Title I	1000.00
Hatch Elementary will continue work with PBIS (Positive Behaviors Interventions & Supports) at the tier 2 level and work toward advancement to the top level of tier 3.						

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvement in Student Performance in Academic
SCHOOL GOAL #1:
All Students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Language Learners. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 1, are located in the Goals, Actions and Services section, page 49-62.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvement in Student Performance in College and
SCHOOL GOAL #2:
Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 2, are located in the Goals, Actions and Services section, page 63-73.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvement in Student Performance in
SCHOOL GOAL #3:
Implement a stakeholder communication plan to support parental involvement and regular updates. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 3, are located in the Goals, Actions and Services section, page 74-79. GOAL 3 Migrant Education Services Parent Involvement • Parent Academic and Involvement Workshops, Parent Café. • Monthly workshops focus on different aspects of family engagement and parent education though the school year. • To increase parent involvement and parent knowledge of school services and students' academic progress. • 40 Participants • California Frameworks of Family Engagement • 9/2017-6/2018 • MEP Service Coordinator: 10 hours per month x 10 months/ MEP Advocate: 5 hours per month x 10 months • Budget: $7,085

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvements in Student Performance in Positive
SCHOOL GOAL #4:
Create a positive school climate where students feel safe and supported. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 4, are located in the Goals, Actions and Services section, page 80-89.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	36,942.00	0.00
Title III	21,336.00	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Title I	36,942.00
Title III	21,336.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	41,604.00
2000-2999: Classified Personnel Salaries	3,350.00
4000-4999: Books And Supplies	8,324.00
5000-5999: Services And Other Operating Expenditures	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I	23,000.00
2000-2999: Classified Personnel Salaries	Title I	3,150.00
4000-4999: Books And Supplies	Title I	5,792.00
5000-5999: Services And Other Operating	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title III	18,604.00
2000-2999: Classified Personnel Salaries	Title III	200.00
4000-4999: Books And Supplies	Title III	2,532.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,828.00
Goal 2	14,100.00
Goal 3	4,350.00
Goal 4	2,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
David Porcel	X				
Misty Veloso		X			
Alexsia Lozano		X			
Hermilo Garcia				X	
Margarita Ruiz				X	
Yolanda Arroyo				X	
Felicia Leon		X			
Paul Harrison			X		
Lizet Cortes				X	
Linda Meyer				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
X	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
	Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

David Porcel		
Typed Name of School Principal	Signature of School Principal	Date
Paul Harrison		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Budget By Expenditures

Alvin S. Hatch Elementary School

Funding Source: Title I **$36,942.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Targeted Math intervention: 20 students at risk.	1000-1999: Certificated Personnel Salaries	$4,600.00	College and Career Readiness	Provide research based, targeted intervention beyond the school day for targeted subgroups and students not meeting grade level standards in math. Maintain, develop, and monitor common formative assessments and data. We will collect the following evidence: formative and summative assessments, CAASPP, EADMS data.
Release time/ subs for teachers	1000-1999: Certificated Personnel Salaries	$2,500.00	College and Career Readiness	Provide research based, targeted intervention beyond the school day for targeted subgroups and students not meeting grade level standards in math. Maintain, develop, and monitor common formative assessments and data. We will collect the following evidence: formative and summative assessments, CAASPP, EADMS data.
Supplementary materials & supplies	4000-4999: Books And Supplies	$1,000.00	College and Career Readiness	Provide research based, targeted intervention beyond the school day for targeted subgroups and students not meeting grade level standards in math. Maintain, develop, and monitor common formative assessments and data. We will collect the following evidence: formative and summative assessments, CAASPP, EADMS data.
FrontRow online math program	5000-5999: Services And Other Operating Expenditures	$5,000.00	College and Career Readiness	Provide research based, targeted intervention beyond the school day for targeted subgroups and students not meeting grade level standards in math. Maintain, develop, and monitor common formative assessments and data. We will collect the following evidence: formative and summative assessments, CAASPP, EADMS data.
Release time/sub for teachers	1000-1999: Certificated Personnel Salaries	$1,000.00	College and Career Readiness	Professional development to develop and implement CCSS and research based instructional strategies including unpacking standards, integrated units of instruction, and time to plan units that will be implemented. We will collect the following evidence: agendas, sign-in sheets, walk through forms, administration observations.
Extra time for office staff to help facilitate promotion and coordination	2000-2999: Classified Personnel Salaries	$750.00	Communication Plan to Support Parent Involvement	Plan and implement six parent education nights (2 per trimester).

Alvin S. Hatch Elementary School

Planning and facilitating parent education night (presenter, meetings after school, materials, etc...)	1000-1999: Certificated Personnel Salaries	$3,000.00	Communication Plan to Support Parent Involvement	Plan and implement six parent education nights (2 per trimester).
Supplementary supplies	4000-4999: Books And Supplies	$4,792.00	Academic Achievement: Literacy and Reclassification	Provide research based, targeted interventions (as mentioned above) beyond the school day for targeted subgroups of students not meeting grade level standards utilizing computer based reading software (Lexia), ELD standards based instruction including, but not limited to: GLAD (Guided Language Acquisition Design), guided reading, RAZ Kids (Online guided reading program with interactive ebooks, downloadable books, and reading quizzes), drama based listening/speaking activities, and literature circles. Three 9 week sections of targeted intervention for students (EL's and socioeconomically disadvantaged) in grades 3-5. Sections are 1 hour 3 times per week. 15 students per section. Teacher cost of $1,600.00 per session for 3 sessions. We will show evidence of this by: Lexia Data, Raz Kids Data, Attendance after school., CELDT, CAASPP, EADMS Data.
Release time/ subs for teachers	1000-1999: Certificated Personnel Salaries	$1,300.00	Academic Achievement: Literacy and Reclassification	Provide research based, targeted interventions (as mentioned above) beyond the school day for targeted subgroups of students not meeting grade level standards utilizing computer based reading software (Lexia), ELD standards based instruction including, but not limited to: GLAD (Guided Language Acquisition Design), guided reading, RAZ Kids (Online guided reading program with interactive ebooks, downloadable books, and reading quizzes), drama based listening/speaking activities, and literature circles. Three 9 week sections of targeted intervention for students (EL's and socioeconomically disadvantaged) in grades 3-5. Sections are 1 hour 3 times per week. 15 students per section. Teacher cost of $1,600.00 per session for 3 sessions. We will show evidence of this by: Lexia Data, Raz Kids Data, Attendance after school., CELDT, CAASPP, EADMS Data.
Cost of teacher (hourly) not to exceed a combined total of 65 hours.	1000-1999: Certificated Personnel Salaries	$3,100.00	Academic Achievement: Literacy and Reclassification	Additional days (hourly) for Professional Development to train teachers. We will collect the following evidence: agenda and sign-in sheets.
Spaces for summer intervention students for socioeconomically disadvantaged students.	1000-1999: Certificated Personnel Salaries	$7,500.00	Academic Achievement: Literacy and Reclassification	Summer intervention for targeted English Learner and socioeconomically disadvantaged students. Evidence consisting of pre and post assessments and attendance will be collected.

Childcare for parents meetings for SSC for an average of 6 meeting during the school year	2000-2999: Classified Personnel Salaries	$400.00	Communication Plan to Support Parent Involvement	PTO and SIPA; SSC and ELAC
Funds to supplement office practice (certificates, recognition's, etc.)	2000-2999: Classified Personnel Salaries	$1,000.00	Positive School Climate: Safe and Supported Schools	Site administration and teacher/ classified leaders will work together to implement and monitor PBIS and attendance practices and procedures and supplementary funds will be utilized to support these efforts.
Targeted attendance monitoring of at risk students	2000-2999: Classified Personnel Salaries	$1,000.00	Positive School Climate: Safe and Supported Schools	Site administration and teacher/ classified leaders will work together to implement and monitor PBIS and attendance practices and procedures and supplementary funds will be utilized to support these efforts.

Title I Total Expenditures:	$36,942.00
Title I Allocation Balance:	$0.00

Funding Source: Title III **$21,336.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Pay for 3 teachers at the hourly rate.	1000-1999: Certificated Personnel Salaries	$14,400.00	Academic Achievement: Literacy and Reclassification	Provide research based, targeted interventions (as mentioned above) beyond the school day for targeted subgroups of students not meeting grade level standards utilizing computer based reading software (Lexia), ELD standards based instruction including, but not limited to: GLAD (Guided Language Acquisition Design), guided reading, RAZ Kids (Online guided reading program with interactive ebooks, downloadable books, and reading quizzes), drama based listening/speaking activities, and literature circles. Three 9 week sections of targeted intervention for students (EL's and socioeconomically disadvantaged) in grades 3-5. Sections are 1 hour 3 times per week. 15 students per section. Teacher cost of $1,600.00 per session for 3 sessions. We will show evidence of this by: Lexia Data, Raz Kids Data, Attendance after school., CELDT, CAASPP, EADMS Data.

Alvin S. Hatch Elementary School

Supplemental Supplies	4000-4999: Books And Supplies	$2,532.00	Academic Achievement: Literacy and Reclassification	Provide research based, targeted interventions (as mentioned above) beyond the school day for targeted subgroups of students not meeting grade level standards utilizing computer based reading software (Lexia), ELD standards based instruction including, but not limited to: GLAD (Guided Language Acquisition Design), guided reading, RAZ Kids (Online guided reading program with interactive ebooks, downloadable books, and reading quizzes), drama based listening/speaking activities, and literature circles. Three 9 week sections of targeted intervention for students (EL's and socioeconomically disadvantaged) in grades 3-5. Sections are 1 hour 3 times per week. 15 students per section. Teacher cost of $1,600.00 per session for 3 sessions. We will show evidence of this by: Lexia Data, Raz Kids Data, Attendance after school., CELDT, CAASPP, EADMS Data.
Spaces for summer intervention students English Learners	1000-1999: Certificated Personnel Salaries	$4,204.00	Academic Achievement: Literacy and Reclassification	Summer intervention for targeted English Learner and socioeconomically disadvantaged students. Evidence consisting of pre and post assessments and attendance will be collected.
Childcare for parents meetings for ELAC for an average of 4 meeting during the school year	2000-2999: Classified Personnel Salaries	$200.00	Communication Plan to Support Parent Involvement	PTO and SIPA; SSC and ELAC

Title III Total Expenditures:	$21,336.00
Title III Allocation Balance:	$0.00
Alvin S. Hatch Elementary School Total Expenditures:	$58,278.00

The Single Plan for Student Achievement

School: Farallone View Elementary School

CDS Code: 41688906043632

District: Cabrillo Unified School District

Principal: Mr. César Gaytán

Revision Date: Sep. 21, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Mr. César Gaytán

Position: Principal

Phone Number: 650-712-7170

Address: 1100 Le Conte Avenue
Montara, CA, 94037

E-mail Address: gaytanc@cabrillo.k12.ca.us

The District Governing Board approved this revision of the SPSA on October 12, 2017.

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School Vision and Mission

Farallone View Elementary School's Vision and Mission Statements
FARALLONE VIEW VISION STATEMENT

The staff, parents and community of Farallone View are dedicated to the mission of ensuring all students acquire the knowledge and skills needed to excel by providing an academically challenging and well rounded educational program. We are committed to valuing and understanding our distinct cultural identities and individual differences. Our vision and values provide a guide for our actions, decisions and behavior. All stakeholders are committed to a partnership that fosters a culture of continuous improvement and collaboration. Staff, parents and students are committed to an emotionally and physically safe and orderly campus.

We focus our professional development and instructional strategies around our Theory of Action, "If students solve meaningful problems in collaboration, using a variety of tools, and explain their thinking in a variety of mediums, using evidence and academic vocabulary, then they will be able to persevere in problem solving and construct viable arguments." We are developing as an Environmental Science and Mindfulness school that integrates the concepts of interdependence, conservation, and innovation in project based student learning.

MISSION STATEMENT

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

School Profile

Farallone View Elementary School is located in Montara, CA, a small, Pacific coastal community with access to San Francisco and the Silicon Valley. We provide approximately 320 students with a Transitional Kindergarten/Traditional Kindergarten through 5th grade education with a focus on Environmental Science. Our mission is to ensure that all students acquire the knowledge and skills to excel in their next educational challenge, develop a love of learning as well as a respect for others and the environment. Together, in partnership with our families and caring community, we strive to provide all students with a rich, academically challenging and well-rounded educational program.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

There have been several teacher surveys last year after professional development meetings to assess areas or growth and areas that need additional support. Teachers have also been surveyed at the district-level regarding professional development and the implementation of the new Common-Core report card.

There was also information collected from site-based parent and staff groups regarding the Local Control Accountability Plan revisions. These suggestions are included here as they also have shaped the development of our site plan.

STAFF AND PARENT RECOMMENDATIONS:

Here are some recommendations for improving communication:

1. Our school correspondence should be included in LCAP
2. Improving the quality of parent education meetings
3. Surveying stakeholders to find more ideas on how to make communication more effective

Specific recommendations parent communication:

1. It is important to develop formal commitments from families before their children participate in intervention program
2. Relaying more information about excused and unexcused tardies and absences
3. Clarifying how absences and tardiness may affect students' academic progress
4. Provide parents with ideas on how to communicate with teachers and school more effectively
5. Present more information for parents and teachers about the process of and importance of reclassification

Our school provides small group reading intervention and summer school for students who are reading below grade level. Additionally, we will be offering homework club for "at risk" students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The school principal observes classrooms on a regular basis. Formal observations take place according to the Cabrillo Unified Teacher Association contract. This year, the focus of the observations will be on addressing the needs of the English Learners and students with special needs to support equitable access to content.

As a whole, the school has been working on developing critical thinking, problem solving, and giving students opportunities to explain their thinking as part of a deepening understanding of the Theory of Action. This year, our instructional focus will be on designated and integrated English Language Development (ELD) and deepening our implementation of the Common Core Strategies across curricular areas.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   All English Language Learners are tested using the California English Language Development Test (CELDT). The information gathered from the CELDT is used by teachers to divide students into leveled language groups during their English Language Development instructional time. The data gathered from CELDT, teacher observations and assessments, and the Common Core ELD standards is then used to determine the course of instruction for the leveled groups. This year, we plan to implement the use of Lexia Core 5 to provide additional support and targeted assessments.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

This year again, the Brigance test is administered to all Kinder students within the first month of school by their teachers. This allows them to immediately determine the areas where the students need additional support or challenge them to grow beyond their current achievement. Primary teachers also use classroom assessments that measure concepts about print, phonemic awareness and high-frequency words.

All students are given reading level assessments based on the Fountas and Pinnell guided reading levels. These assessments are used by teachers to create flexible reading groups and to match students with books that are withing their zone of proximal development. At the site level, these assessments are used to identify target students who work with the intervention teacher in reading. Any progress or lack of progress is monitored to determine eligibility to tiered support systems, such as Student Success Team (SST).

The Teachers College Writing Units of Study are used as a foundation for Writing Workshop curriculum. The units of study also include writing rubrics for on-demand assessments.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All Farallone View teachers meet the requirements for highly qualified staff.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Farallone View teachers are appropriately credentialed. This year, teachers participated in professional development according to the professional development plan approved by the school board in June 2014. The professional development focus of the year was the Common Core Standards in Math and English Language Arts, including a component on technology. In addition, teachers participated in a variety of other professional development opportunities including the Silicon Valley Math Initiative Institute, technology, and targeted professional development support with Teachers on Special Assignment.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development for the 2015-2016 school year focused on the Common Core Standards. The seven professional development days included: (1) District-wide Common Core Lesson Planning, (2) Environmental Science and the Next Generation Science Standards, (3) Environmental Science and English Language Development, (4) Technological Integration in the Classroom, (5) Environmental Science and Technology, (6) Environmental Science and Math Applications, and (7) Scoring Writing Workshop Informational Writing Pieces.

The plan for the 2016-2017 school year includes a focus on strategies for English Language Learners in designated and integrated English Language Development.

The professional development plan for the 2017-2018 will include differentiated training that will continue to focus on the needs of our English Language Learners and Readers and Writers Workshop.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers at Farallone View receive a variety of instructional assistance and support funded from different sources, including district, site, and Parent Teacher Organization funds. These supports include: (1) targeted professional development, (2) teacher aide for the Resource Specialist Program, and (3) Teachers on Special Assignment to support Common Core instructional strategies.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate in grade-level teams on a regular basis. In addition, there is structured time for teachers to collaborate across grade levels and across elementary schools in the district.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Currently, the school is deepening the implementation of the Common Core Standards for English Language Arts and Mathematics. The district has created a Common Core Standards-based report card and is the process of identifying new curriculum and instructional materials that are Common Core based. One-to-one computing devices have been introduced to classrooms in grades TK-5 as well as RSP, and students have been given opportunities to practice the new CAASP state test.

As a school, we have identified strategic standards and a Theory of Action in which states, "If students solve meaningful problems in collaboration, using a variety of tools, and explain their thinking in a variety of mediums using supporting evidence and academic vocabulary, then they will be able to solve problems and construct viable arguments." This Theory of Action was developed in collaboration with the teaching staff and the Site Leadership Team to identify an instructional focus to move instructional practices from previous alignment to 1997 California Content Standards to the 2010 Common Core Standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Classrooms have a minimum of 150 minutes of English Language Arts and 60 minutes of Math daily.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The teachers work together with the administrative designee, the principal, and specialists to develop flexible schedules.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

At the present time, the district is providing our school site with the opportunity to conduct exploratory use of Math curriculum, Eureka in grades TK-1, Bridges in grades 2-3, and and Eureka in 4th and 5th grade. All materials are aligned with the 2010 Common Core Standards in English Language Arts and Mathematics. In English Language Development, our school is exploring Wonders in grades TK-3 and English 3D in 4th and 5th grade. For Language Arts, our school uses Readers and Writers Workshop.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The Reading Intervention Teacher uses Fountas and Pinnell intervention kits with students who are have been selected to receive targeted support.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students who are recognized as underperforming receive Tier 1 Response to Intervention (RTI) strategies, including reading books within the students' zone of proximal development (ZPD), small targeted reading groups, scaffolding, extended review, English Language Development groupings, After School Kindergarten Class and Homework Club (Grades 1-5). Students who continue to struggle may be referred to the Student Study Team (SST) process and may get additional Tier 2 RTI resources including mental health services, reading intervention in targeted small groups, and/or consultation with the School Psychologist and/or Resource Specialist Teacher. If Tier 2 RTI resources do not result in adequate progress, students may be assessed by the School Psychologist, Resource Specialist, Speech Therapist, Occupational Therapist, or other Specialists to determine eligibility for an Individual Education Plan (IEP) or a 504 Plan. IEPs and 504 Plans are implemented accordingly.

In addition, the school is in the process of developing a similar pyramid of services through the Positive Behavior Intervention and Supports (PBIS) model to improve positive behavior across the school. We have identified the students who will need Tier II support, their needs, and designated staff who will provide support on reviewing their goals, bringing positive recognition to their achievements. Students at this stage, will receive additional services at the beginning of the day (check in) to make sure that they have an opportunity to convey any potential concerns and to help them to bring awareness and focus into their goals for the day. Before dismissal, the same staff member will spend time with the student to discuss challenges or successes during that day (check out).

14. Research-based educational practices to raise student achievement

The foundation for our literacy program is Reading and Writing Workshop, with emphasis on training and resources from the Teachers College Reading and Writing Project at Columbia University. In math, Kindergarten, fourth and fifth grade teachers have been trained in Common Core strategies for math through the Silicon Valley Math Initiative (SVMI). As a school wide instructional focus, teachers are working toward our Theory of Action, which states, "If students solve meaningful problems in collaboration, using a variety of tools, and explain their thinking in a variety of mediums using supporting evidence and academic vocabulary, then they will be able to solve problems and construct viable arguments."

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Farallone View has partnered with a variety of community resources to assist under-achieving students including: the San Mateo County Sheriff's Activities League which provides tutoring in the Moonridge community where a third of our students live, After School Homework Club funded in conjunction with the San Mateo County Office of Education, After School Kindergarten, which provides a full-day Kindergarten option for all Kindergarten students, targeted reading intervention, and Mental Health Services.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents and other stakeholders have various opportunities to plan, implement, and evaluate programs through participation in groups including: the Friends of Farallone Parent Teacher Organization (FOFPTO), the English-Language Learner Advisory Committee (ELAC), School Site Council, Site Leadership Team, and site-wide and district-wide collaboration meetings.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorically-funded services in the 2015-2016 school year included the Intervention teacher funded through Title III at $16,267.00 and carryover to supplement the LCAP funding for the 0.5 FTE intervention teacher. The School Site Council approved the use of unused funds in 2015-2016 to provide 5 additional students with the opportunity to attend summer school 2016 ($1,040).

For the 2016-2017 school year, the school site council allocated our Title I and Title III funds, and carryover toward continuing to supplement the LCAP funding for the 0.5 FTE intervention teacher. In addition, we recognized the need to fund interpretation services ($1,000).

This school year, 2017-2018, we will be allocating funding to cover professional development, creating teaching units within the realm of environmental science with embedded support for our English Learners (EL), and provide targeted language skill development to our English Learners through the use of Lexia Reading Core 5. We will also allocate funding to create and sustain a safe and supporting environment through the use of Mindfulness.

18. Fiscal support (EPC)

The Cabrillo Unified School District provides fiscal support for our school site to meet the state required Nine Essential Program Components in supporting academic student achievement.

Description of Barriers and Related School Goals

Farallone View Elementary has aligned its Single Plan for Student Achievement (SPSA) goals with the Cabrillo Unified School District's Local Control Accountability Plan (LCAP).

LCAP Goal 1: All students shall have the necessary academic skills so that they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English learner students.

This year, we will begin the process of creating a professional learning community. We will spend time observing teaching, analyzing student performance data, bring professional development that is designed to our needs, and engage in the circle of inquiry. Our goal will be to augment reading levels and increase the number of reclassified students from 13 to 16 by June 2018 as measured by district reclassification data.

LCAP Goal 2: Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready.

At Farallone View, we are committed to providing supports to all of our students. We have developed a Response to Intervention program that covers multitiered layers of assistance. Additionally, our students will be provided with technological tools, such as keyboarding, editing, and computer literacy skills so they can better prepare for college. We have a one to one student to online devices (Chrome Books), Brain Pop, Discovery Streaming, and require upper grade students to utilize digital platforms to present their work. All these efforts are intended to familiarize our students with the current Smarter Balanced Assessment Consortium (SBAC) testing.

LCAP Goal 3: Implement a stakeholder communication plan to support parental involvement.

Our goal is to provide scaffolds to integrate our diverse stakeholders into our communication base. We are currently holding outreach meetings at Moonridge, making voice calls via our Community Liaison, using text messaging applications to maintain an open channel between our Reading Intervention teacher and our parents, and will soon send informational bulletins by email.

LCAP Goal 4: Create a positive school climate where all students feel safe and supported.

In order to improve our school climate, we are partnering with parent leaders for developing bilingual surveys that will be delivered to students, parents, and staff. We will be utilizing the feedback and information to better guide our interventions. At the present time, we are planning to implement Mindfulness, Project Cornerstone, or Social Emotional Learning, Second Step as tools to create a positive school climate where everyone feels safe and supported.

Barriers to the school goals include:

Barriers to LCAP 1: This year, our staff will be exploring new materials in a wide range of academic subjects. It is important to be mindful that the materials are not only new to our site, but are also aligned to the new Common Core Standards. For English Language Development, we will be exploring Wonders (for primary grades) and English 3D (for 4th and 5th). We will need to allocate time for Professional Development, collaboration, assessment, and modifications. Our State has already moved into the new English Language Development Standards and we need to provide guidance and opportunities for our staff to become familiar with the new three stages and the supports that are necessary at each stage: emergent, expanding, and bridging; as opposed to beginning, early intermediate, intermediate, early advanced, and advanced.

Barriers to LCAP 2: Our school wide central theme of Environmental Science provides a path for our teachers and students to follow; nevertheless, we will have to take a closer look so that our practices contain the necessary technological rigor to better prepare our students for 21st Century skills.

Barriers to LCAP Goal 3: One of our communication challenges is having the necessary number of staff to provide interpretation services for conferences, parent/teacher meetings, and translation services for written communications. We are also aware that we must bridge a technology gap. Some of our families communicate through computer (social media, email). Additionally, we have families that feel more comfortable receiving oral communications, texting, and phone calls. We will make the necessary accommodations (via meetings, printing, robocalls) in order to inform and engage all of our families. Another barrier is geographical distance among our Moss Beach, Moonridge, and Montara communities, which are located 20 minutes away from the school. As a result, we are cognizant that we need to provide alternative accommodations for live meetings.

Barriers to LCAP Goal 4: Our community surveys indicate that parents perceive that geographical distance from home to school, preferred platform of communication, and community engagement are current challenges. As a collaborative and school community, we will need to find, explore, and implement culturally proficient practices at all levels of communication. At the present time, we have plans to survey our school community to gauge the sense of feeling "safe and supported" from the perspective of the students, parents, and staff. Some options we are considering to address safety and supports are, Mindfulness and Second Step, in additional to Positive Behavior Interventions and Supports (PBIS).

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	59	53	48	59	48	46	59	48	46	100.0	90.6	95.8
Grade 4	63	57	54	62	56	52	61	56	52	98.4	98.2	96.3
Grade 5	61	64	58	61	64	56	61	64	56	100.0	100	96.6
All Grades	183	174	160	182	168	154	181	168	154	99.5	96.6	96.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2406.7	2408.4	2429.4	20	21	28.26	17	19	23.91	32	29	13.04	31	31	34.78
Grade 4	2455.0	2455.7	2426.5	29	21	19.23	19	23	7.69	8	18	19.23	42	38	53.85
Grade 5	2475.6	2510.5	2477.4	10	30	17.86	36	27	23.21	18	13	16.07	36	31	42.86
All Grades	N/A	N/A	N/A	20	24	21.43	24	23	18.18	19	19	16.23	36	33	44.16

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	20	19	26.09	36	40	32.61	44	42	41.30
Grade 4	26	23	13.46	31	43	50.00	41	34	36.54
Grade 5	11	34	19.64	49	30	41.07	39	36	39.29
All Grades	19	26	19.48	39	37	41.56	41	37	38.96

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	20	25	34.78	51	40	30.43	29	35	34.78
Grade 4	25	20	15.38	43	43	48.08	31	38	36.54
Grade 5	11	28	21.43	57	41	41.07	31	31	37.50
All Grades	19	24	23.38	50	41	40.26	30	35	36.36

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	21	19.57	63	52	60.87	27	27	19.57
Grade 4	21	13	5.77	44	61	50.00	33	27	44.23
Grade 5	13	22	23.21	57	56	41.07	30	22	35.71
All Grades	15	18	16.23	55	57	50.00	30	25	33.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	19	23	32.61	47	48	47.83	34	29	19.57
Grade 4	31	23	17.31	31	45	51.92	36	32	30.77
Grade 5	21	36	25.00	57	36	39.29	21	28	35.71
All Grades	24	28	24.68	45	42	46.10	30	30	29.22

Conclusions based on this data:

1. 40% of our 3rd-5th grade students met or exceeded the English Language Arts/Literacy standards.
2. There is a need to increase student development in the areas of Reading, Writing.
3. 42% of our 3rd-5th grade students are at or near standard in investigating, analyzing, and presenting information.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	59	53	48	59	49	46	59	48	46	100.0	92.5	95.8
Grade 4	63	57	54	62	56	53	61	56	53	98.4	98.2	98.1
Grade 5	61	64	58	61	64	58	61	64	58	100.0	100	100
All Grades	183	174	160	182	169	157	181	168	157	99.5	97.1	98.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2421.3	2414.1	2440.8	14	15	21.74	22	31	26.09	39	25	26.09	25	29	26.09
Grade 4	2450.2	2455.1	2428.3	13	13	3.77	29	23	20.75	23	38	35.85	34	27	39.62
Grade 5	2487.8	2489.1	2485.4	7	23	18.97	26	16	17.24	38	27	24.14	30	34	39.66
All Grades	N/A	N/A	N/A	11	17	14.65	26	23	21.02	33	30	28.66	30	30	35.67

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	21	43.48	34	44	23.91	42	35	32.61
Grade 4	16	16	15.09	39	36	26.42	44	48	58.49
Grade 5	15	23	24.14	39	34	31.03	46	42	44.83
All Grades	18	20	26.75	38	38	27.39	44	42	45.86

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	19	19	34.78	44	52	45.65	37	29	19.57
Grade 4	21	25	11.32	34	38	47.17	44	38	41.51
Grade 5	11	23	17.24	52	34	44.83	36	42	37.93
All Grades	17	23	20.38	44	40	45.86	39	37	33.76

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	15	26.09	63	60	52.17	24	25	21.74
Grade 4	26	16	7.55	33	41	45.28	41	43	47.17
Grade 5	7	16	22.41	66	45	29.31	28	39	48.28
All Grades	15	15	18.47	54	48	41.40	31	36	40.13

Conclusions based on this data:

1. One third of our students are not meeting Math grade level standards.
2. 65% % of our students between grades 3rd and 5th are able to solve problems and model analysis of data.
3. We need to provide tools for 40% of our students so that they can demonstrate their ability to support their mathematical conclusions.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	0	0		16.67	20		***	20		***	20		61.11	40	
1	8	18	6	50	9	17	25	18	28	8	18	33	8	36	17
2	0	0		0	7	9	10	36	27	65	50	18	25	7	45
3	4	0		4	10	23	39	15	15	26	40	54	26	35	8
4	0	0		13	16	26	48	42	26	22	42	42	17	0	5
5	13	9	6	53	32	28	20	36	44	13	23	17	0	0	6
Total	4	4	3	19	16	22	31	30	29	29	34	33	17	15	14

Conclusions based on this data:

1. 29 of our students are at the Intermediate level and need targeted instruction to move to the Early Advanced stage.
2. There is a great need for the adoption of a robust ELD program and professional development with an emphasis in interventions at all grade levels.
3. Students who are reclassified, no longer take the CELDT, so the numbers do not reflect students who have successfully been reclassified at each level.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	0	0		14	10		14	29		5	10		68	52	
1	8	15		54	8		23	15		8	23		8	38	
2	0	0		0	6		14	31		62	44		24	19	
3	4	0		4	10		39	14		26	38		26	38	
4	0	0		13	16		48	42		22	42		17	0	
5	13	9		53	30		20	35		13	22		0	4	
Total	3	4		19	14		27	28		24	29		26	25	

Conclusions based on this data:

1. 68% of our 2nd graders are in between Beginning through Intermediate stages
2. The majority of students in fourth grade (87%) have not yet reached the levels of proficiency necessary for reclassification (Early Advanced/Advanced).

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement: Literacy and Reclassification
LEA GOAL:
All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Language Learner students.
SCHOOL GOAL #1:
We will increase the number of reclassified students from 13 to 16 by June 2018 as measured by district reclassification data.
Data Used to Form this Goal:
• CELDT - California English Language Development Test - annual results • Lexia performance data • RAPID Assessment - Reading Assessment for Prescriptive Instructional Data (three benchmarks) • Reclassification documentation • F&P Reading Scores
Findings from the Analysis of this Data:
Data indicates that 47% of our students are at the beginning and early intermediate stages of English development.
How the School will Evaluate the Progress of this Goal:
(1) Teachers will utilize CELDT data to determine areas that need further development as an inital guide for instruction. (2) Students will practice Language Development skills using Lexia and the teachers will measure their performance and instructional needs by analyzing progress reports, and planning interventions. (3) Professional development surveys will be administered to determine our teachers' need for professional development. (4) Grade level learning walks will be conducted by teachers and administrator. (5) The teachers and administrator will collaborate to analyze data and discuss the effect of targeted instruction. (6) Funding will be allocated for subs and professional development.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers review CELDT data and determine student groupings.	By end of Sep 2017	Teachers and principal				
Teachers will use Lexia reports to deliver lessons that address students' needs.	Throughout the 2017-2018 school year	Teachers				
Administer surveys to teachers to determine their professional development needs.	Every trimester of the 2017-2018 school year (Nov-Feb-May)	Principal and teachers	Survey Monkey	5000-5999: Services And Other Operating Expenditures	Title III	300
Provide targeted English Language Development time for at least 150 minutes per week for English Language Learners.	Throughout the 2017-2018 school year	Teachers and principal				
Grade level learning walks and meetings to discuss observations	Oct 2017, Feb 2018, June 2018	Teachers, principal	Substitute teachers	1000-1999: Certificated Personnel Salaries	Title III	2500
Offer professional development driven by student data and teachers' needs	Depending on needs and scheduling, 2017-2018	Teachers and principal	Workshops, seminars, classes, observations	5000-5999: Services And Other Operating Expenditures	Title III	5520
Provide Reading Intervention (RI) booster meetings for parents (at FV and Moonridge)	Sep 2017, Oct 2017, Jan 2018, Mar 2018	RI Teacher and principal	Per diem rate	1000-1999: Certificated Personnel Salaries	Title III	350
To provide more opportunities for parents to attend meetings	Sep 2017, Oct 2017, Jan 2018, Mar 2018	Yard duty staff	Childcare	2000-2999: Classified Personnel Salaries	Title III	150
Pilot Reading Assessment for Prescriptive Instructional Data (RAPID) benchmarks for 90 days to monitor our EL students' progress	Oct - Dec 2107	ELs, teachers, and principal	Blended Learning			

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College or Career Readiness
LEA GOAL:
Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready.
SCHOOL GOAL #2:
By June 2018, we will increase the number of students who have met English Language Arts standards from 18.2% to 23.2% as measured by our CAASPP/SBAC ELA summative scores.
Data Used to Form this Goal:
California Assessment of Student Performance and Progress (CAASPP), Fountas and Pinnel (F&P) running records, Reading Plus, Reading Intervention scores, learning walks, collaboration.
Findings from the Analysis of this Data:
The data analysis of CAASPP indicates that 44% of our students have not met ELA Literature Summative. Fountas and Pinnel data shows that approximately 50% of our students are reading at level 4.
How the School will Evaluate the Progress of this Goal:
Smarter Balance Assessment Consortium scores monitoring, Fountas an Pinnell reading growth rate, surveys,

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Refine a tiered intervention plan (Response to Intervention, RTI) for students based on student reading levels.	Sep 2017	Principal, Teachers				
Identify key students who would benefit from Tier 2 Reading Intervention.	Sep 2017	Principal, Student Success Team				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide short-term Reading Intervention for target students.	2017-2018	Reading Intervention Teacher	Reading Intervention Teacher			
Provide more opportunities, additional practice on computer literacy, and interactive curriculum for all students.	2017-2018	Principal	Brain Pop and Discover Streaming	0001-0999: Unrestricted: Locally Defined	Title I	1920.50
Offer our students blended learning platforms in the area of Language Arts	2017-2018	Teachers and principal	Reading Plus-	5000-5999: Services And Other Operating Expenditures	Title I	3500
Conduct learning walks, collaborate for review of data, and refine immediate action items	Nov 2018	Teachers, principal, and SSC members.	Substitue teachers	1000-1999: Certificated Personnel Salaries	Title I	5000
Provide professional development to teachers according to the needs that our data indicates	2017-2018	Teachers and principal	Professional develpment	5000-5999: Services And Other Operating Expenditures	Title I	6922.50

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Communication Plan to Support Parent Involvement
LEA GOAL:
Implement a stakeholder communication plan to support parental involvement.
SCHOOL GOAL #3:
By June 2018, Farallone View Elementary School will increase our rating in "Family Engagement" from 51% to 55% as measured by the Panorama Survey.
Data Used to Form this Goal:
Panorama Survey
Findings from the Analysis of this Data:
When compared with District average (38%), our families' report a higher level of engagement (51%) in the Panorama Survey administered during the 2016-2017 school year.
How the School will Evaluate the Progress of this Goal:
We will continue to obtain data through surveys and community feedback. Additionally, we will measure the success of the proposed actions by means of tracking the sign in data at parent meetings and by keeping statistics of the number of parents to whom we reach out through different media. We will also gather District English Language Advisory Committee feedback.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Usage of digital newsletter to communicate with parents (where English is the preferred language) via email and robocall (voice) with Latino families.	Monthly through 2017-2018 school year	Principal and staff collaboration				
We will provide scaffolds to integrate our diverse stakeholders into our communication base and increase parental involvement. Holding more meetings at sites that are more accessible to our families (Moonridge or Cunha).	2017-2018	Principal, Teachers, Reading Intervention Teacher				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
We will provide scaffolds to integrate our diverse stakeholders into our communication base and increase parental involvement. Providing childcare during parent meetings	2017-2018	Yard Duty Supervisors	Childcare	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	500
There will be two district-wide educational ELAC meetings scheduled for all district ELAC groups. The focus of these meetings will be based on topics identified as important to site ELAC	2017-2018	District ELAC Committee, Community Liaisons, District Office Personnel				
We will provide scaffolds to integrate our diverse stakeholders into our communication base and increase parental involvement. Providing information to families about how they can participate in school activities.	2017-2018	Principal, PTO Leaders				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Positive School Climate: Safe and Supported Schools
LEA GOAL:
Create a positive school climate where students feel safe and supported.
SCHOOL GOAL #4:
In the area of school supports, by June 2018, our reported School Learning Strategies will increase from 3.94 to 4.0 as measured by the Student Panorama Survey on the School Learning section. In the area of school safety, by June 2018, our School Safety score will increase from 3.63 to 3.75 as measured by the Student Panorama Survey on School Safety.
Data Used to Form this Goal:
Feedback from English Language Advisory Committee , Parent Teacher Organization, staff meetings, Office Discipline Referrals, Positive Behavior Interventions and Support (PBIS) meetings, Infinite Campus behavior data analysis, principal and teacher observations.
Findings from the Analysis of this Data:
Based on the Office Discipline Referrals, 4 out of 5 students referred to the office happen during recess or lunch recess and at the playground.
How the School will Evaluate the Progress of this Goal:
The school will create a database for monitoring daily referrals and the geographical areas to implement booster lessons and other interventions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Deliver lessons around the three Positive Behavior Interventions and Supports expectations, Be Safe, Be Responsible, and Be Respectful for every designated area within the school.	2017-2018	PBIS Team, Principal, Teachers				
Plan, deliver, and analyze data for booster lessons and other interventions depending on the areas of most need	2017-2018	PBIS Team	PBIS teachers			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Deliver bilingual survey (pre and post) through Survey Monkey to students, parents, and staff to measure safety and supports	Oct 2017 Jun 2018	Principal, Teachers, PTO	Survey Monkey Annual Plan			
Analyze findings from climate survey.	10/16-10/21 2017	Principal, staff and SSC				
We will continue with our Mindfulness curriculum and approach for meeting the needs of our students. Funding coming out of RU account, $3,500.	2017-2018	Principal, Teachers	Mindful Training			
Continue to provide referrals through our School Linked Services to support students with social emotional development	2017-2018	Intern Counselor	School Linked Services			
Create database to monitor office discipline referrals	By Oct 2017 and monthly meetings	Office staff, principal, and PBIS Team				
Provide structured support systems for students in Tier III of our PBIS interventions	2017-2018	Check in-Check out Coordinator				

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvement in Student Performance in Academic
SCHOOL GOAL #1:
All Students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Language Learners. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 1, are located in the Goals, Actions and Services section, page 49-62.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvement in Student Performance in College and
SCHOOL GOAL #2:
Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 2, are located in the Goals, Actions and Services section, page 63-73.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvement in Student Performance in
SCHOOL GOAL #3:
Implement a stakeholder communication plan to support parental involvement and regular updates. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 3, are located in the Goals, Actions and Services section, page 74-79. GOAL 3 Migrant Education Services Parent Involvement • Parent Academic and Involvement Workshops, Parent Café. • Monthly workshops focus on different aspects of family engagement and parent education though the school year. • To increase parent involvement and parent knowledge of school services and students' academic progress. • 40 Participants • California Frameworks of Family Engagement • 9/2017-6/2018 • MEP Service Coordinator: 10 hours per month x 10 months/ MEP Advocate: 5 hours per month x 10 months • Budget: $7,085

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvements in Student Performance in Positive
SCHOOL GOAL #4:
Create a positive school climate where students feel safe and supported. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 4, are located in the Goals, Actions and Services section, page 80-89.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	17,343	0.00
Title III	8,820	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Title I	17,343.00
Title I Part A: Parent Involvement	500.00
Title III	8,820.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	1,920.50
1000-1999: Certificated Personnel Salaries	7,850.00
2000-2999: Classified Personnel Salaries	650.00
5000-5999: Services And Other Operating Expenditures	16,242.50

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0001-0999: Unrestricted: Locally Defined	Title I	1,920.50
1000-1999: Certificated Personnel Salaries	Title I	5,000.00
5000-5999: Services And Other Operating	Title I	10,422.50
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	500.00
1000-1999: Certificated Personnel Salaries	Title III	2,850.00
2000-2999: Classified Personnel Salaries	Title III	150.00
5000-5999: Services And Other Operating	Title III	5,820.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,820.00
Goal 2	17,343.00
Goal 3	500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
César Gaytán	X				
Rebecca Jeffs		X			
Kathy Rippberger		X			
Rachael Sage		X			
Ana Carrillo			X		
Lucia Mendez				X	
Ramón Zavala				X	
Stephanie Kirby				X	
Dean Lauritzen				X	
Marcelina Contreras				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
X	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
	Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 9/26/2017.

Attested:

Mr. César Gaytán		
Typed Name of School Principal	Signature of School Principal	Date
Mr. Stephanie Kirby		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Budget By Expenditures

Farallone View Elementary School

Funding Source: Title I **$17,343.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Brain Pop and Discover Streaming	0001-0999: Unrestricted: Locally Defined	$1,920.50	College or Career Readiness	Provide more opportunities, additional practice on computer literacy, and interactive curriculum for all students.
Reading Plus-	5000-5999: Services And Other Operating Expenditures	$3,500.00	College or Career Readiness	Offer our students blended learning platforms in the area of Language Arts
Substitue teachers	1000-1999: Certificated Personnel Salaries	$5,000.00	College or Career Readiness	Conduct learning walks, collaborate for review of data, and refine immediate action items
Professional develpment	5000-5999: Services And Other Operating Expenditures	$6,922.50	College or Career Readiness	Provide professional development to teachers according to the needs that our data indicates
	Title I Total Expenditures:	$17,343.00		
	Title I Allocation Balance:	$0.00		

Funding Source: Title I Part A: Parent Involvement **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Childcare	2000-2999: Classified Personnel Salaries	$500.00	Communication Plan to Support Parent Involvement	We will provide scaffolds to integrate our diverse stakeholders into our communication base and increase parental involvement. Providing childcare during parent meetings
	Title I Part A: Parent Involvement Total Expenditures:	$500.00		
	Title I Part A: Parent Involvement Allocation Balance:	$0.00		

Farallone View Elementary School

Funding Source: Title III **$8,820.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Survey Monkey	5000-5999: Services And Other Operating Expenditures	$300.00	Academic Achievement: Literacy and Reclassification	Administer surveys to teachers to determine their professional development needs.
Substitute teachers	1000-1999: Certificated Personnel Salaries	$2,500.00	Academic Achievement: Literacy and Reclassification	Grade level learning walks and meetings to discuss observations
Workshops, seminars, classes, observations	5000-5999: Services And Other Operating Expenditures	$5,520.00	Academic Achievement: Literacy and Reclassification	Offer professional development driven by student data and teachers' needs
Per diem rate	1000-1999: Certificated Personnel Salaries	$350.00	Academic Achievement: Literacy and Reclassification	Provide Reading Intervention (RI) booster meetings for parents (at FV and Moonridge)
Childcare	2000-2999: Classified Personnel Salaries	$150.00	Academic Achievement: Literacy and Reclassification	To provide more opportunities for parents to attend meetings

Title III Total Expenditures:	$8,820.00
Title III Allocation Balance:	$0.00
Farallone View Elementary School Total Expenditures:	$26,663.00

The Single Plan for Student Achievement

School: Kings Mountain Elementary

CDS Code: 41688906043657

District: Cabrillo Unified School District

Principal: Diane Siegel

Revision Date: September 7, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Diane Siegel

Position: Principal

Phone Number: 650 712-7180

Address: 211 Swett Road
Woodside, CA 94062

E-mail Address: siegeld@cabrillo.k12.ca.us

The District Governing Board approved this revision of the SPSA on October 12, 2017.

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School Vision and Mission

Kings Mountain Elementary's Vision and Mission Statements
Kings Mountain School community is here to foster the development of creative, courageous, compassionate human beings who are committed to realizing their full potential while supporting others to do the same.

We will provide a safe and nurturing learning environment where each student receives an appropriate, academically challenging curriculum; develops a sense of personal responsibility; respects all others and practices good citizenship.

We will promote a powerful, cohesive partnership that actively involves students, parents, teachers, other school personnel, and the community in accomplishing our mission.

School Profile

Kings Mountain Elementary is a small school located in a rural setting thirteen miles from Half Moon Bay and ten miles form the city of Woodside. Kings Mountain is one of four elementary schools in a unified district, which also includes one middle and two high schools. With the exception of Kings Mountain Elementary, all of Cabrillo Unified School Districts schools are located on the Coastside. Our K/1 and 2/3 classes are each 24 students or less.

We have implemented Readers' Workshop, Writers' Workshop, Everyday Math and supplemental Eureka Math at all grades. We provide structured interventions and classroom strategies to support target students within the classrooms.

Students have the opportunity to attend our after school homework club as part of the Kings Mountain Children's Center (KMCC).

All students qualifying for special programs (i.e. Gifted and Talented Education and Special Education) will be served within the classroom and /or on a pull out basis as provided through district services. A credentialed intervention teacher will work with a variety of student groups within the classroom, push-in intervention. Goals and expectations for special needs students will be identified and supported utilizing differentiated materials and curriculum. Students in need of extra support may also attend our Homework Club. We use Title 1 and EIA funds to support ELL Intermediate & Below to increase student learning/student achievement.

Past Instruments used to measure student achievement included district benchmark assessments in language arts 3 times a year along with math unit assessments and MAC Tasks. Current and ongoing assessments are Teachers College Writing Assessments, writing portfolios, Fountas and Pinnell Benchmark Assessment System for reading, Eureka math end of year and mid year assessments for math, MAC/MARs tasks, curriculum embedded math assessments, and oral and written tests as appropriate for each grade level and curriculum area.

All teachers participate in site and district professional development sessions on California State Common Core Standards with a focus on English Language Arts and English Language Development. Teachers also select professional development opportunities based on site and individual interests and needs.

We are a flexible school willing to adapt our approach each year to meet the needs of our students. Utilization of multi-age differentiated instruction and push-in intervention are areas we are implementing. Differentiated and push-in intervention have many aspects that compliment our philosophy and mission. We are challenged to make sure our students are actively engaged in developing skills. To develop skills, students problem solve, using deep thinking, questioning, discussion, along with performance based assessments.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Fall 2015 & Fall 2016 Family Survey - Family School Relationships Survey

Kings Mountain Elementary School families participated in Cabrillo Unified School District district wide survey measuring family engagement.

Kings Mountain Elementary School Summary

Overall average:		Barriers to Engagement		Family Engagement		School Safety	
KMES	4.31/5	KMES	4.39/5	KMES	3.72/5	KMES	4.87/5
CUSD	3.88/5	CUSD	4.32/5	CUSD	2.89/5	CUSD	4.12/5

Kings Mountain Elementary Schools weakest score was in Family Engagement.. Parents indicated the biggest obstacle to school involvement was their busy schedules at 2.74/5. Parents also indicated that emails/List-serv was the most effective form of communication. To foster stronger Family Engagement this year, the school community implemented an Online Interactive Calendar, Team-Up. Staff and parent groups partner in posting school and community events. The calendar is used to post volunteer requests well in advance of the event/activity. The weekly newsletter is sent out, both through email and calendar posting. Parents and staff continue to update and improve school webpage to link to the district webpage.Our parent organization, Kings Mountain Associated Parents worked closely with the principal in the spring and summer through meetings to discuss and collaborate on ways to encourage families to participate in school and school related events. To provide a welcoming environment for school events, academic related events will have a social component through food and childcare. Our May Open House began with dinner and concluded with an ice cream social. Parent turn-out was between 70 and 80%. Our reading, writing, math and music celebrations have a social component, along with food and beverages.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal observations take place according to the Cabrillo Unified Teacher Association contract by the school principal. The principal observes classrooms informally at the request of teachers or as the intervention teacher to support and assess teacher and students concerns, both academically and behaviorally.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   All English Language Learners are tested using the California English Language Development Test (CELDT). The information gathered from the CELDT test used by classroom and intervention teachers to target instruction during English Language Development instruction time.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Math: Kindergarten through fifth grade students are given the Eureka, End of Year Assessment, supplemental math curriculum, is given at the start of the year to inform classroom instruction, differentiate instruction, and identify students who would benefit from targeted intervention and enrichment and at the conclusion of the year to assess growth . Kindergarten through fifth grade students will also be assessed with MARS/MAC (Mathematical Assessment Resource Service/Mathematics Assessment Collaborative) tasks, to differentiate instruction and identify intervention support. MARS/MAC tasks are used as benchmark assessments and given three times a year at the conclusion of each trimester.

   Reading: Kindergarten through fifth grade students are given Fountas and Pinnell Benchmark Assessments three times a year. These assessments are used by teachers to create flexible reading groups, inform instruction, match students with independent level reading books, identify students requiring intervention/enrichment and target English Language Learners instruction. Fountas and Pinnell Benchmark Assessments are given in September, February and May to measure reading accuracy, comprehension, fluency. Kindergarten students are assessed three times a year. Each kindergarten student is assessed in September using Brigance Inventory of Basic Skills.

   Writing: Teachers' College Writers' Workshop Rubrics will be used to assess skills in genres for opinion/argument, information, and narrative writing. Teachers will use on-demand performance assessment prompts for each of the three genres and assess them using the Teachers College learning progression and rubric. Teachers will pre-assess students using Teachers' College on-demand prompts to inform instruction, differentiate and identify intervention support. Words their Way Spelling Inventory is and will be used to assess and modify instruction in spelling, decoding, word study and vocabulary. Grammar is assessed through student writing samples.

   Science: Foss Unit Assessments

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   Kings Mountain School has 4 credentialed teachers who meet the criteria for highly qualified staff.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Kings Mountain teachers are appropriately credentialed. Teachers participated in meetings that provide staff development in designing lessons aligned to Common Core State Standards to meet student needs. Teachers attended staff development days as provided by District in accordance with the professional development plan approved by the school board in June 2017. The professional development focus of the year was on English Language Arts, English Language Development. In addition, teachers participated in the Teachers College Professional Development in Reading and Writing Workshop. Site level staff development will focus on mapping reading units and the use of student data to inform instruction, differentiate instruction, identify intervention groups and reflect on best practices. As a Professional Learning Community, we continue to focus on team teaching using a push-in intervention model and Responsive Classroom to foster student engagement, reflection and ownership.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The staff development for the 2017-18 school year will focus on the seven professional development days included: 1- Common Core Math Practices, 2- Responsive Classroom: Schedules and Routines/Student Engagement 3- Math:Growth Mindset 4- Responsive Classroom: Building Classroom Community 5- Math: Questioning Strategies 6- Math: Language Development 7- Responsive Classroom: Communicating with Parents.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers at Kings Mountain receive a variety of instructional assistance and support funded from different sources including, district, site and Parent Organization funds. Kings Mountain teachers have begun working as a PLC (Professional Learning Community) with district stipends for Teacher Leadership.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers work as a K-5 team in literacy lesson planning, analyzing student assessments, articulating and modifying instruction for all students. Due to Kings Mountain intimate school setting, with 3 classroom teachers and one part-time intervention teachers, teachers collaborate both formally at monthly leadership and weekly staff meeting/collaboration meetings and on a weekly basis as Reading Workshop teaching team.

<u>Teaching and Learning</u>

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Currently, all teachers are using Teachers' College Reading and Writing Workshop to better align with the Common Core Standards for English Language Arts. Students are using Eureka Math to supplement Everyday Math along with Problem of the Month, Math Talks and MARS/MAC tasks. The district has created a Common Core Standards-based report card and is in the process of identifying new curriculum and instructional materials that are Common Core based. One-to-one computing devices have been expanded to include along with grades 4-5, grades 2-3.

Teachers have been focusing on student data to inform language arts instruction and math to differentiate instruction and implement push-in intervention, a team teaching approach for best practice.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers will provide no less than the recommended and required, according to CDE Framework, instructional minutes for ELA, ELD, Math and Physical Education. Instruction may include integrated lessons in Science and Social Studies.

- Kindergarten- ELA 60 minutes/daily or 300 minutes/weekly; ELD 30 minutes/daily or 150 minutes weekly; Math 50-60 minutes/daily or 250 to 300 minutes/weekly; PE 100 minutes/weekly (200 min. for each 10 school days)
- 1st-3rd Grades- ELA 120 minutes/daily or 600 minutes/weekly; ELD 30 minutes/daily or 150 minutes weekly; Math 50-60 minutes/daily or 250 to 300 minutes/weekly; PE 100 minutes/weekly (200 min. for each 10 school days)
- 4th-5th Grades- ELA 150 minutes/daily or 750 minutes/weekly; ELD 30 minutes/daily or 150 minutes weekly; Math 50-60 minutes/daily or 250 to 300 minutes/weekly; PE 100 minutes/weekly (200 min. for each 10 school days)

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The teachers work together with the principal/intervention teacher on an ongoing basis to adjust intervention lessons as needed with fluid targeted instructional groupings.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have appropriate 1997 Content Standards based instructional materials. Currently, the district is working on identifying curriculum materials that are better aligned with the 2010 Common Core Standards in Math. Students use Eureka Math as a supplemental program to meet California Common Core State Standards.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The reading intervention teacher uses the Fountas and Pinnell intervention kits with students who are selected, based on assessments and teacher observations, to receive targeted support in the classroom.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students who are recognized as underperforming receive intervention, including instructional level reading in small targeted groups, scaffolded writing, phonics, word work, English Language Development. Students have available extended learning time through Homework club for students in KMCC grades 1-5, 4 days each week (M-TH) after school. Students who continue to struggle are referred to the Student Study Team process. Students may be assessed by the School Psychologist, Resource Specialist, Speech Therapist, Occupational Therapist, or other Specialists to determine eligibility for an Individual Education Plan (IEP) or 504 Plan. IEPs and 504s are implemented accordingly.

14. Research-based educational practices to raise student achievement

The basis of our literacy program is Teachers' College Reading and Writing Workshop, with emphasis on training and resources from the Teachers College Reading and Writing Project at Columbia University. As a school wide instructional focus, teachers are implementing PBIS, Positive Behavioral Interventions and Supports, Second Step, social emotional learning curriculum and Responsive Classroom practices this year. Second Step provides students with self-awareness and self-regulatory skills to follow PBIS expectations. Responsive Classroom provides classroom practice that foster student engagement, reflection, ownership and academic and behavioral growth.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Kings Mountain School works with our district and parent organization to provide additional support for under-achieving students. Our parent organization funds a .4 intervention teachers 16 hours a week. The district has contributed an intervention program, Fountas and Pinnell Leveled Literacy Intervention, for grades 1-4. Kings Mountain School parent organization purchased Fontas and Pinnell Leveled Literacy Intervention for grade 5 in June 2017. The intervention teacher is team teaching reading workshop, allowing for small group push-in within the classroom to support targeted instruction in language arts. Students identified as English Language Learners are offered the opportunity to participate in the district summer school intervention program.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents and other stakeholders have various opportunities to plan, implement, and evaluate programs through the school parent organization, Kings Mountain Associated Parents (KMAP), School Site Council and district wide collaboration days.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorically-funded services in the 2017-18 year include professional development to support English Language Learners.

18. Fiscal support (EPC)

The Cabrillo Unified School District provides fiscal support for our school site to meet the state required Nine Essential Program Components in supporting academic student achievement.

Description of Barriers and Related School Goals

A significant barrier to improvement in student achievement for English Language Learners and Special Education Students is limited access to resources. Kings Mountain School's rural setting is thirteen miles from Half Moon Bay where the district office and majority of schools are located. Due to our small student population, our resource teacher is at our site every other week and our .5 special education paraprofessional works in all classrooms with students having Individual Education Plans indicating support . Our size also limits our funding for new programs to provide support within the school day. Our .4 intervention teacher is a parent funded position and also serves as a .4 principal.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	14	12	12	13	12	12	13	12	100.0	92.9	100
Grade 4	15	10	12	15	10	12	15	10	12	100.0	100	100
Grade 5	11	9	*	10	9	*	10	9	*	90.9	100	88.8
All Grades	38	33	33	37	32	32	37	32	32	97.4	97	97

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2450.3	2462.4	2466.5	42	38	50.00	17	23	16.67	16.6	31	8.33	25	8	25.00
Grade 4	2548.5	*	2502.8	40	*	33.33	60	*	16.67	0	*	41.67	0	*	8.33
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	46	50	37.50	38	25	25.00	8	19	21.88	8	6	15.63

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	38	50.00	50	46	25.00	17	15	25.00
Grade 4	60	*	33.33	40	*	50.00	0	*	16.67
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	46	53	40.63	46	38	43.75	8	9	15.63

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	42	38	41.67	42	46	25.00	17	15	33.33
Grade 4	47	*	50.00	53	*	25.00	0	*	25.00
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	46	50	46.88	49	38	28.13	5	13	25.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	38	33.33	83	54	58.33	0	8	8.33
Grade 4	53	*	33.33	47	*	66.67	0	*	0.00
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	38	44	31.25	62	50	59.38	0	6	9.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	31	41.67	67	54	33.33	17	15	25.00
Grade 4	40	*	25.00	53	*	58.33	7	*	16.67
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	41	41	34.38	51	47	43.75	8	13	21.88

Conclusions based on this data:

1. We noticed an increase of over 10% in achievement for third grade in research in inquiry in % of students scoring above standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	14	12	12	13	12	12	13	12	100.0	92.9	100
Grade 4	15	10	12	15	9	12	15	9	12	100.0	90	100
Grade 5	11	9	*	10	9	*	10	9	*	90.9	100	
All Grades	38	33	33	37	31	32	37	31	32	97.4	93.9	97

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2460.3	2474.5	2474.6	25	38	33.33	42	31	33.33	25	31	25.00	8	0	8.33
Grade 4	2542.3	*	2499.6	47	*	25.00	47	*	25.00	7	*	41.67	0	*	8.33
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	41	45	34.38	43	26	25.00	14	29	28.13	3	0	12.50

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	42	54	58.33	42	23	33.33	17	23	8.33
Grade 4	67	*	41.67	27	*	41.67	7	*	16.67
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	65	55	53.13	24	35	34.38	11	10	12.50

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	38	41.67	33	54	33.33	33	8	25.00
Grade 4	53	*	25.00	40	*	66.67	7	*	8.33
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	49	39	37.50	38	48	46.88	14	13	15.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	50	54	33.33	33	46	50.00	17	0	16.67
Grade 4	47	*	41.67	53	*	25.00	0	*	33.33
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	49	52	37.50	46	45	40.63	5	3	21.88

Conclusions based on this data:

1. Third grade improved in two areas of mathematics: Concepts & Procedures and Problem Solving & Modeling/Data Analysis

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							100%								
1					***										
2							***								
3				***				***							
4									***						
Total				67	50		33	50	100						

Conclusions based on this data:

1. Our goal is to increase all student performance to advanced.
2. Our data is not reported because the enrollment is below 10.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							***		***						
1					***										
2				***			***								
3				***				***							
4									***						
Total				60	50		40	50	100						

Conclusions based on this data:

1. Our goal is to move our fifth grade student to early advanced/advanced by the end of year.
2. Our goal is to move our intermediate students to early advanced by the end of the next academic year.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement: Literacy and Reclassification
LEA GOAL:
All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Language Learner students.
SCHOOL GOAL #1:
All students shall demonstrate a years growth in English Language Arts. All English Language Learners will be eligible for reclassification by the end of fifth grade.
Data Used to Form this Goal:
English Language Learners in 2011-2016 successfully reached levels of reading proficiency or greater by fifth grade. Students' CELDT, California English Language Development Test, Overall performance levels were Early Advanced. Using teacher administered assessments, Fountas and Pinnell Reading Benchmark Assessment, English Language Learners reached grade level benchmarks. The introduction of CAASPP, California Assessment of Student Performance and Progress, scores provided additional measures of student achievement. 2017 Fountas and Pinnell reading scores, along with CAASPP scores did not reflect a year's growth in English language arts for all students.
Findings from the Analysis of this Data:
Our English language learners generally reach levels of proficiency to successfully reclassify as English Proficient. In 201, an English language learners did not demonstrate growth in proficiency, remaining at the same level from first through fourth grade. Not all Kings Mountain Elementary School students achieve a years growth in English language arts.
How the School will Evaluate the Progress of this Goal:
Teachers will monitor progress through Fountas and Pinnell Intervention Program's assessments every four to six weeks and tri-annual Fountas and Pinnell Reading Benchmark Assessments. Classroom teacher and intervention teacher will team teach Reading Workshop and use informal observations and conferring notes to monitor progress. Kindergarten and first grade students will use RAZkids, online reading program, providing additional progress monitoring.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Push-in intervention in Reading Workshop with targeted groups	August 2017 to June 2018	Principal/Intervention Teacher, Classroom Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Progress monitoring	September 2017 benchmark assessments followed by 4 to 6 week monitoring	Principal/Intervention Teacher, Classroom Teachers				
Data conferences	Leadership and collaboration meetings twice a month throughout the school year	Principal/Intervention Teacher, Classroom Teachers				
Intervention and all Classroom teachers participate in Professional Development for instruction to support English Language Development with instructional publications and On-Demand Courses in Matching Books to Readers, Teaching Reading in Small Groups, Read aloud - Thinking and Talking About Books, Introducing Text Effectively in Guided Reading (CzeKanski, Serravallo)	Fall 2016	Principal/Intervention Teacher, Classroom Teacher	Professional Development Support materials (instructional publications) for each teacher.		Title III Title I	168.00 282.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Readiness
LEA GOAL:
Increase the percentage of students who are engaged in curriculum that prepares them to be college and career ready.
SCHOOL GOAL #2:
Kings Mountain School students will be ready for the social, emotional and behavioral, as well as academic demands of Middle School by the end of fifth grade.
Data Used to Form this Goal:
2015-17 State and District academic benchmark assessments. Social Emotional Learning curriculum end of year assessments. Fall 2016 Panorama Student Survey. Informal teacher and principal observations.
Findings from the Analysis of this Data:
The majority of Kings Mountain School students met or exceeded academic readiness as measured by California Assessment of Student Performance and Progress and district benchmark assessments by the time they exited fifth grade for the 2016-17 school year. Students showed greater resiliency and abilities to problem solve as evident in the sites decline in student suspensions. Students took an end of year assessment for the social emotional learning, Second Step, curriculum implemented school wide for the 2014-15 to 2016-17 school year. Overall school scores showed growth. Panorama Student Survey indicated areas of strength were School Belonging and School Safety. Areas of weakness were how well students are able to persevere to achieve long term goals, school learning strategies and School Mindset.
How the School will Evaluate the Progress of this Goal:
Pre and post assess Second Step social emotional learning curriculum. Monitor school wide suspensions. Monitor number of students sent home or to office for discipline issues. Teacher informal classroom observations. Panorama 2017 Student Survey.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Each classroom will implement Second Step social emotional learning curriculum.	2017- 2018 school year	Classroom Teachers				
Implement Positive Behavior Interventions and Supports matrix.	Ongoing	Teachers, Principal				
School wide adoption of Responsive Classroom practices and staff development.	2017-18 school year	Teachers, Principal				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Communication Plan to Support Parent Involvement
LEA GOAL:
Implement a stakeholder communication plan to support parental involvement.
SCHOOL GOAL #3:
Kings Mountain School will increase community and parent awareness and understanding of school programs and events. Ongoing communication between Kings Mountain School, its families and community stakeholders will increase parent involvement and community support.
Data Used to Form this Goal:
District Fall 2015-16 Panorama Family Survey. Parent participation data in school events, attendance numbers.
Findings from the Analysis of this Data:
School families were challenged to become involved in school events due to their busy schedules. Panorama Survey data from 2015 to 2016 showed greatest increase in Family Engagement Through informal parent conversations, parents requested still greater communication regarding school events, both at school and for school. Back-to-School Night attendance increased significantly from 2016 to 2017, ~25% to ~75%.
How the School will Evaluate the Progress of this Goal:
Principal and parent leaders from school site council and parent organization with send out a survey to measure family and community response to all avenues of communication. Data collected from the fall 2017 Panorama Survey. Participation in school events and conferences will be tracked through parent attendance data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Kings Mountain School will continue to update its web page ensuring information is current. KMES will continue to use TeamUp, an interactive Online Calendar to provide an accessible forum for all stakeholders, teachers, parents and community members.	Ongoing	Principal and Parent Volunteers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Weekly newsletter with classroom reports and school day events	Ongoing	Principal and teachers				
Triannual newspaper	Ongoing	Principal, Teachers, Parent Volunteers				
Partnership with local community publication, Kings Mountain Echo. Monthly article highlighting school events.	Ongoing	Principal				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Positive School Climate: Safe and Supported Schools
LEA GOAL:
Create a positive school climate where students feel safe and supported.
SCHOOL GOAL #4:
At Kings Mountain School, students will accept and celebrate the diversity, the richness of human differences, in each student. Our focus is to create a culture of acceptance around differences that may include the multiple factors of diversity such as race, ethnicity, sex, religion, gender identity, sexual orientation, socioeconomic status, neighborhood, language status, special education needs and academic performance and potential.
Data Used to Form this Goal:
Students identified as Special Education and English Language Learners performance on SBAC tests. Panorama student survey. A precipitating eventing 2016, brought about the need for Informal candid conversations with intervention students and English language learners. Students in third to fifth grade experienced negative comments from peers about being pulled out of class which resulted in students expressing negatives feelings of otherness and diminished self-esteem.
Findings from the Analysis of this Data:
English Language Learners and Special Education Students feel and experience stigma by pull-out program and the culture of other it produces. Panorama Student Survey indicated 75% of students felt the behavior of other students had no impact or a negative impact on their learning.
How the School will Evaluate the Progress of this Goal:
Pre and post assess Second Step social emotional learning curriculum. 2017 Panorama Student Survey results. Monitor school wide suspensions. Monitor number of students sent home or to office for discipline issues. Staff and students select goals for the academic year. Goals can be social, emotional, behavioral along with an academic goal. Students reflect on progress throughout the year. At the conclusion of the year, a school wide assembly celebrates student success.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Push-in intervention with team teaching approach.	Ongoing	Teachers, Principal				
Second Step social emotional learning curriculum	Ongoing	Teachers, Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent education	Fall and ongoing	Principal				
Responsive Classroom classroom practices	Fall and ongoing	Teachers, Principal, Staff				

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvement in Student Performance in Academic
SCHOOL GOAL #1:
All Students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Language Learners. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 1, are located in the Goals, Actions and Services section, page 49-62.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvement in Student Performance in College and
SCHOOL GOAL #2:
Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 2, are located in the Goals, Actions and Services section, page 63-73.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvement in Student Performance in
SCHOOL GOAL #3:
Implement a stakeholder communication plan to support parental involvement and regular updates. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 3, are located in the Goals, Actions and Services section, page 74-79. GOAL 3 Migrant Education Services Parent Involvement • Parent Academic and Involvement Workshops, Parent Café. • Monthly workshops focus on different aspects of family engagement and parent education though the school year. • To increase parent involvement and parent knowledge of school services and students' academic progress. • 40 Participants • California Frameworks of Family Engagement • 9/2017-6/2018 • MEP Service Coordinator: 10 hours per month x 10 months/ MEP Advocate: 5 hours per month x 10 months • Budget: $7,085

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvements in Student Performance in Positive
SCHOOL GOAL #4:
Create a positive school climate where students feel safe and supported. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 4, are located in the Goals, Actions and Services section, page 80-89.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	282	0.00
Title III	168	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Title I	282.00
Title III	168.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Title I	282.00
	Title III	168.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	450.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Diane Siegel	X				
Maile Springer		X			
Debbie Silveria		X			
Elizabeth Weatherly		X			
Lesli Schmutz			X		
Christa Livingston				X	
Chris Poloncheck				X	
Brenna Perkins				X	
Amber Stariha				X	
Dawn Freeland				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on September 25,2017.

Attested:

Typed Name	Signature	Date
Diane Siegel		
Typed Name of School Principal	Signature of School Principal	Date
Amber Stariha		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Budget By Expenditures

Kings Mountain Elementary

Funding Source: Title I **$282.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Support materials (instructional publications) for each teacher.		$282.00	Academic Achievement: Literacy and Reclassification	Intervention and all Classroom teachers participate in Professional Development for instruction to support English Language Development with instructional publications and On-Demand Courses in Matching Books to Readers, Teaching Reading in Small Groups, Read aloud - Thinking and Talking About Books, Introducing Text Effectively in Guided Reading (CzeKanski, Serravallo)

Title I Total Expenditures:	$282.00
Title I Allocation Balance:	$0.00

Funding Source: Title III **$168.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Professional Development		$168.00	Academic Achievement: Literacy and Reclassification	Intervention and all Classroom teachers participate in Professional Development for instruction to support English Language Development with instructional publications and On-Demand Courses in Matching Books to Readers, Teaching Reading in Small Groups, Read aloud - Thinking and Talking About Books, Introducing Text Effectively in Guided Reading (CzeKanski, Serravallo)

Title III Total Expenditures:	$168.00
Title III Allocation Balance:	$0.00
Kings Mountain Elementary Total Expenditures:	$450.00

The Single Plan for Student Achievement

School: El Granada Elementary

CDS Code: 41688906043624

District: Cabrillo UnifiedSchool District

Principal: Ms. Martha Ladd, Principal

Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:

Position:

Phone Number:

Address: 400 Santiago Street
Half Moon Bay, CA, 94019

E-mail Address: laddm@cabrillo.k12.ca.us

The District Governing Board approved this revision of the SPSA on October 12, 2017.

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School Vision and Mission

El Granada Elementary's Vision and Mission Statements

El Granada Elementary School is a diverse school community that fosters the academic and social development of each student. Among the academic highlights are a school-wide commitment to Reading and Writing Workshop, a robust implementation of Next Generation Science Standards and the development of a science lab for 4th and 5th grade students, and 40 year tradition of celebrating Arts and Science Day. El Granada is at the fore front of technology integration across content areas in addition to the implementation of a computer science program where students learn and explore the basics of coding. The El Granada parent community is highly involved as evidenced by the PTO's commitment and support of enrichment programs. Supported programs include Art, Music and Physical Education. El Granada has a thriving after school program, the Dolphin Club, funded by ASES, in addition to support in core content areas for fourth and fifth grade students the Dolphin Club promotes social skills through a variety of exciting hands on classes.

School Profile

El Granada School is a Title I school, serving a total of 414 students. The school is demographically diverse: 63% Hispanic and Latino; 29% White; 57% socioeconomically disadvantaged; 49% English Learners; and 14% students with disabilities. There are three Special Day classes that serve students in Pre-Kindergarten through 5th grade.

Quality education is a high priority for El Granada Elementary School. Our standards-based curriculum is designed to meet the needs of individual students through open classrooms and innovative instructional techniques. Our staff participates in an ongoing program of workshops, seminars, and conferences to keep abreast of current trends in education. Teachers work collaboratively to ensure that all students meet grade level standards and collectively make decisions about school policies and activities.

We recognize the importance of developing physical, mental, social, and emotional health of our students. Parents are our partners in the important job of educating children, and are encouraged to volunteer in the classrooms, accompany students on field trips, and participate in school-wide committees. The diversity of our parent leadership is exemplified through participation in School Site Council, our ELAC board, and our PTO board. Together, we make the commitment to ensure that every student has the opportunity to achieve success and be on a college path that begins in Kindergarten.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Formal and informal surveys are given to all stakeholder groups throughout the year. Teacher input on professional development is submitted through Google Form surveys and comments obtained at professional development and staff meetings. Parent feedback is solicited through PTO and ELAC Boards, as well as informal small group meetings with the Principal. Teachers, parents and students are invited to participate in a climate survey through Panorama Education. Results from Panorama are available to all community stakeholders.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal classroom observations occur weekly by the Principal. Each walkthrough is focused on various instructional strategies and classroom management techniques to ensure continuity and quality of the instructional program. Some of the targeted strategies include use of: checking for understanding, direct instructional strategies and the explicit teach points and learning objectives, student engagement strategies, use of manipulatives, hands-on inquiry based science and math instruction, technology used to

create content rather than to consume content, guided reading and strategy groups, classroom rituals and routines, and management of diverse student needs.

Formal observations for teachers occur per the Cabrillo Unified School District Teacher's Association. Tenured staff are formally observed once every other year, and temporary and probationary staff are observed twice annually.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   The data from state assessments and local assessment data is used each fall to determine goals for each grade level in language arts and math and English Language Development. Teachers, the principal and reading intervention teacher meet for data conferences twice yearly, once in the Fall and once in the Spring. Within this work they analyze grade level data, and determine growth priorities for the year including needs of significant subgroups (i.e., English language learners), determine SMART goals to meet growth priorities, determine target students for intervention, discuss best teaching practices, and determine assessment tools for each SMART goal.

   Data from local assessments is used to determine flexible groups for each SMART goal instructional period. Teachers also collaborate weekly by grade level for lesson planning, examining of student work and examining of teacher practice. Structures are in place for a strong Professional Learning Community.

   This data is shared with parents, and goal setting parent-teacher conferences occur in the Fall and Parent Teacher Conferences in the Spring and in Student Study Team meetings.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Curriculum embedded assessments are used much like the local assessments above. Teachers use this data to determine the needs for reteaching and enrichment. This includes, but is not limited to: student needs and grouping, curriculum materials, and teaching strategies.

   Within our Reading and Writing Workshop language arts curriculum, teachers are continuously assessing student learning through formal and informal running records, one-on-one conferences and formative assessment/note-taking on student progress.

   Curriculum embedded assessments are also used for grade reporting to parents and students.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   100% of teacher are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   Professional development is provided formally within the language of the Cabrillo Unified School District Teacher's Association contract. All District teachers meet for one full professional development day before school begins. This work is continued throughout the year with six early release days for professional development. At the elementary level, three of these days are collaborative, meaning that all elementary teachers across the District meet together for articulation and collaboration. The remaining four early release Tuesdays are site-based, and focused on mutually agreed upon professional development that supports the vision for the school.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

   Administration administers teacher surveys to ensure that trainings offered meet the needs of the teachers. Trainings are also determined by school goals based upon assessment data. Teachers also have opportunities to pursue individualized professional development to address individual professional goals and needs.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   Teachers at El Granada receive a variety instructional assistance and support that is funded through diverse sources of funding including Cabrillo Education Foundation, District monies, and site funds. This includes targeted professional development, instructional support from Teachers on Special Assignment, and leadership from teacher leaders trained in integrating technology throughout core content areas.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

   Grade level teams meet once per week in Professional Learning Community teams to analyze data, discuss best practices, target students with specific academic and/or social needs, determine intervention and enrichment, and collaboratively lesson plan. Vertical articulation occurs during site-based professional development opportunities and monthly staff meetings.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

   Monthly unit plans in Reading, Writing, Math and ELD based on Common Core Standards are maintained by each teacher, and submitted electronically to the Principal for review. Teachers use classroom assessments to evaluate student understanding and depth of knowledge. These assessments also help teachers identify needs for re-teaching and intervention. All teachers, including special education, work collaboratively within the grade level and site and across the District to map standards out in year-long plans. Teachers are working within grade levels to alter existing assessments in order to reflect the Common Core standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

   Teachers submit weekly schedules to administration at the beginning of the school year and instructional minutes are reviewed. Teachers group students based on need to ensure students are exposed to concepts with sufficient support and pacing. In this way, teachers are accountable for fulfilling instructional minutes across the grade level. The site Principal makes frequent informal visits to classrooms throughout the instructional day to ensure that instructional time is being used effectively.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers create monthly units of study that fit into an articulated learning progression throughout the year in Reading, Writing, Mathematics, English Language Development and Word Study.

Furthermore, grade levels have articulation time across the District to allow opportunities for collaboration and sharing best practices.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Teachers are utilizing materials adopted by the School Board and develop units of study that reinforce Common Core standards that are accessed by student. Through grade level and District articulation, materials are being shared and distributed. Site administration engages in grant writing to support funding of materials and resources to enhance student learning.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

El Granada currently utilizes Teacher's College Reading and Writing Workshop units of study, Fountas and Pinnell leveled intervention series, Everyday Math, exploratory use of Bridges Mathematics and Eureka Math, exploratory use of Wonders designated English Language Development materials as a supplement to Into English, Scott Foresman History/Social Science for California, and FOSS science.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Instruction ranges from direct whole group instruction to small group lessons to 1:1 support. Before, during and after school intervention groups are formed based on student need. Research based interventions are provided to all struggling students, with emphasis on K-3, language learners and SED students. Parent education is offered throughout the year to build school-community partnership where parents are provided with strategies to help support student learning at home.

14. Research-based educational practices to raise student achievement

Teachers in all grade levels are trained in state adopted materials. In language arts, teachers utilize guided reading, systematic phonics, and Reading and Writing instructional strategies. Math, social studies and science instruction utilize hands on strategies to provide universal access to state adopted materials. Project based learning is used to all areas to provide for a higher level of rigor needed to meet CCSS.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

El Granada Elementary School students benefit from on-site, part time mental health services, a full time Reading Intervention teacher supported by the District. The District also maintains a successful and active partnership with San Mateo County Sheriff and two School Resource Officers. Our School Resource Officers provide family outreach support, student education on issues concerning personal and community safety.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The El Granada community involves stakeholders in a variety of settings. These stakeholders help to analyze data and make decisions about school goals, action steps, materials, and funding. The following forums are available for stakeholder feedback:

Leadership Team
School Site Council
parent workshops
grade level articulation supported by the District
ELAC Board
PTO Board

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The District will support a full time Reading Intervention teacher to support underperforming students at El Granada. Funds are also allocated to send underperforming students to an academic summer school that is hosted within the District.

18. Fiscal support (EPC)

The Cabrillo Unified School District provides fiscal support for our school site to meet the state required Nine Essential Program Components in supporting academic student achievement.

Description of Barriers and Related School Goals

Barriers in reaching these goals relate to levels of alignment of curriculum and development of academic units to CCSS standards, the development of teaching practice aligned to the rigor relevance framework, the Depth of Knowledge continuum and the "4 C's of education" (Critical thinking and problem solving, Creativity and innovation, Collaboration and Communication). Another barrier in reaching school goals is a dynamic communication plan to increase parental involvement, specifically active recruitment and retention of ELAC and PTO Board Members. This barrier is not necessarily indicative of lack of interest, but rather time demands that are reflective of a working class community. El Granada School recognizes the value of an active parent community, and is seeking new ways to create a more active parent involvement climate in all areas (volunteering, student support, student advocacy, community collaboration).

The school is developing a specific, targeted vision that will provide a focused forum for the delivery of the Common Core State Standards which will include more access for students to inquiry and projject based learning. This vision will be rooted in the notion of serving our more at-risk learner and creating college pathways that begin in elementary school.

El Granada is a Title I school with a significant population of English Language Learners. Possible underlying causes of low performance of ELL and socioeconomically disadvantaged subgroups include:
Demographics, language barriers, limited home resources for support, low parent education levels, social and emotional well being of the student.

These are some action steps to be accomplished to meet the unique needs of English Language Learners:

- reading intervention services during and/or after school
- homogeneous small group instruction within the classroom and articulated, assessment-based daily English Language Development
- use of technology to support student learning
- informal and formal staff training on reading comprehension and the recent 2013 California Frameworks for English Language Learners
- just right books for independent reading and robust leveled library for K-5
- access to technology at level of 1:1. These devices are an integral tool in teaching and learning.

- Common Core State Standards professional development for teachers and information nights for families
- Family nights that provide opportunities for families to learn about and participate in activities that can be duplicated at home in support of core content (i.e., Family Math Night, Books and Bagels, Author Nights)
- Access to Computer Science class in 4th and 5th grade to introduce student to rigorous problem solving and flexible use of conceptual knowledge
- Increase in the amount of Mental Health services provided
- Professional development in Positive Behavior Intervention and Support framework (PBIS) and Trauma Informed Teaching Practices.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	92	65	67	91	64	67	89	62	66	98.9	98.5	100
Grade 4	75	93	59	73	93	56	70	93	56	97.3	100	94.9
Grade 5	92	70	93	87	70	93	87	69	93	94.6	100	100
All Grades	259	228	219	251	227	216	246	224	215	96.9	99.6	98.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2403.3	2386.0	2398.1	14	18	19.70	20	11	16.67	27	24	30.30	36	47	33.33
Grade 4	2443.8	2418.4	2417.9	18	15	12.50	12	14	12.50	29	18	25.00	37	53	50.00
Grade 5	2496.6	2515.0	2493.2	23	20	20.43	23	36	29.03	23	26	20.43	31	17	30.11
All Grades	N/A	N/A	N/A	18	17	18.14	19	20	20.93	26	22	24.65	35	40	36.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	19	16.67	39	29	36.36	43	52	46.97
Grade 4	19	16	12.50	40	33	42.86	41	51	44.64
Grade 5	24	25	22.58	43	51	49.46	32	25	27.96
All Grades	20	20	18.14	41	38	43.72	39	43	38.14

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	13	18.18	40	40	42.42	44	47	39.39
Grade 4	16	13	8.93	47	35	39.29	37	52	51.79
Grade 5	24	32	24.73	38	45	45.16	38	23	30.11
All Grades	19	19	18.60	41	40	42.79	40	42	38.60

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	11	6.06	61	55	69.70	26	34	24.24
Grade 4	11	13	7.14	57	60	58.93	31	27	33.93
Grade 5	20	19	15.05	55	62	61.29	25	19	23.66
All Grades	15	14	10.23	58	59	63.26	27	26	26.51

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	16	28.79	46	48	43.94	33	35	27.27
Grade 4	20	12	12.50	53	53	53.57	27	35	33.93
Grade 5	32	43	31.18	51	48	45.16	17	9	23.66
All Grades	25	23	25.58	50	50	46.98	26	27	27.44

Conclusions based on this data:

1. Participation rate for all grade levels in ELA is above 98% and increased from School Year 2014-15 to 2015-16. We had 100% participation in 4th and 5th grade.
2. In 3rd grade ELA the percent of students at standard met went down a significant 9% points and the percent of students in third grade standard not met went up by 9% points
3. In 5th grade ELA the percent of students at standard met went up significantly 13% points and the percent of students in fifth grade standard not met went down by 14% points

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	92	65	67	91	64	67	87	62	67	98.9	98.5	100
Grade 4	75	93	59	71	93	57	64	92	57	94.7	100	96.6
Grade 5	92	70	93	87	70	93	84	70	93	94.6	100	100
All Grades	259	228	219	249	227	217	235	224	217	96.1	99.6	99.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2403.5	2392.8	2395.9	13	11	8.96	20	18	20.90	25	27	34.33	37	44	35.82
Grade 4	2441.2	2436.8	2433.2	6	11	5.26	17	12	17.54	39	40	35.09	28	37	42.11
Grade 5	2493.4	2496.1	2478.8	16	16	13.98	18	16	16.13	33	41	24.73	29	27	45.16
All Grades	N/A	N/A	N/A	12	13	10.14	18	15	17.97	32	37	30.41	32	36	41.47

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	20	16	13.43	36	31	40.30	45	53	46.27
Grade 4	11	14	12.28	31	29	29.82	58	57	57.89
Grade 5	19	21	18.28	33	26	30.11	48	53	51.61
All Grades	17	17	15.21	34	29	33.18	49	54	51.61

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	18	13.43	41	42	49.25	38	40	37.31
Grade 4	11	11	7.02	48	40	50.88	41	49	42.11
Grade 5	19	20	18.28	50	39	43.01	31	41	38.71
All Grades	17	16	13.82	46	40	47.00	36	44	39.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	15	11.94	54	52	55.22	29	34	32.84
Grade 4	11	20	8.77	47	38	38.60	42	42	52.63
Grade 5	20	17	13.98	49	59	46.24	31	24	39.78
All Grades	17	17	11.98	50	48	47.00	33	34	41.01

Conclusions based on this data:

1. Participation rate in Math increased from school year 2014-15 to school year 2015-16. 4th and 5th grade had 100% participation rate.
2. In 4th grade overall Math score for standard not met increased a significant 9% points while the precent of students at standard exceeded went up 5% points.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			13		25	13	60	63	50	20	13	25	20		
1	14	11	3	28	33	45	39	41	38	17	11	7	3	4	7
2				6	12	25	35	30	46	48	42	13	10	15	17
3	4			6	25	16	42	31	35	24	19	45	24	25	3
4	6	4		25	30	25	42	39	58	8	17	17	19	9	
5	20	30	9	37	36	35	23	18	44	13	6	5	7	9	7
Total	8	8	4	19	27	29	38	34	44	22	19	17	14	12	6

Conclusions based on this data:

1. Students move CELDT performance bands consistently from Kindergarten through 5th grade.
2. Intermediate cohort from 3rd grade to fifth grade went down significantly while early advanced 3rd grade through 5th grade went up by 18 percentage points.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	3			3	5		26	35		34	18		34	43	
1	15	11		28	32		36	43		15	11		5	4	
2				6	14		33	27		42	41		19	19	
3	4			8	25		40	31		23	19		25	25	
4	8	4		24	31		42	37		8	18		18	10	
5	19	32		39	35		23	18		13	6		6	9	
Total	8	7		17	23		34	32		23	19		19	19	

Conclusions based on this data:

1. Significant increase in students moving to advanced from 4th to 5th grade (13 percentage points when tracking cohort from 2014 to 2015).
2. In 4th and 5th Grade majority of CELDT tested students are in the Intermediate and Early Advanced with the Early advance at 39% versus 23% for Intermediate students.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement: Literacy and Reclassification
LEA GOAL:
All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Language Learner students.
SCHOOL GOAL #1:
Certificated staff will utilize best practices associated with Common Core State Standards in Reading, Writing and English language development to increase the number of students reading and writing at grade level and create a consistent path to reclassification for English language learners.
Data Used to Form this Goal:
Data analyzed to develop this goal included CAASPP, CELDT Scores, CELDT Movement, Individual Reading Levels, Reclassification Rates and Writing Samples, spelling inventories and other local data.
Findings from the Analysis of this Data:
Comparisons of District Reading Benchmarks, spelling inventories and standardized testing data (CELDT and ELA CAASPP) indicate a weakness in academic vocabulary development, reading accuracy, fluency and reading comprehension skills. Writing, listening and speaking data indicate immature fluency in the major functions of language development. Additional data from Math performance tasks and Math CAASP data indicate week problem solving skills also a function of reading comprehension and ELA skill development.
How the School will Evaluate the Progress of this Goal:
The school will evaluate the progress by examining the Annual Measurable Achievement Objectives 1 and 2, annual reclassification rates, performance band movement in District reading benchmarks and increases in the number of students meeting or exceeding CAASP benchmarks in ELA and Math.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development to maintain strong professional practices associated with the Common Core State Standards. Professional Learning Plans are developed annually to maintain and extend professional practice and collaboration at our site. Professional texts allow teacher practice to remain current with evidence based practices, techniques and strategies.	On going	Principal, Teachers, Support Staff	Purchase of professional texts related to Reading, Writing, Math and English Language Development (ELD) to expand techniques and strategies related to Common Core literacy and ELD.		Title I	1000
Provide literacy materials to students and teachers to supplement our comprehensive balanced literacy program that emphasizes the 4 components of English Language Development (listening, speaking, reading and writing) and will provides depth and breadth in English Language Arts content.	Annually	Principal, Teachers	Purchase of the various materials to supplement our Balanced Literacy Program. The main content areas are Reading, Writing and Word Study		Title I	7000
Provide supplementary materials to after school Kindergarten program: Cupcake Club. Materials will help to develop enrichment curriculum to support core literacy and math content that students engage in during the school day.		Principal, Kinder Teachers and After School Specialist	Purchase materials that promote hands on literacy activities that promote listening, speaking, reading and writing across curriculum through thematic units of study.		Title I	500
Additional funding to Summer School program targeted towards students with deficits in Literacy and math with emphasis on Reading and mathematical skills associated with the core functions of language.	Summer 2017	Principal, Teacher	Develop a summer school class that provides sufficient support to continue student progress towards literacy goals.		Title III	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental curricular materials for engaging parents at home. Extending literacy skills in other content areas specifically Social Studies and providing students with materials for home use to develop competency in - non-fiction reading skills.	on-going	Principal, Teachers	The use of take-home print materials such as Time for Kids extends literacy concepts in non-fiction reading and provides an opportunity for students to develop those skills in school and at home.		Title I	4084
Family Literacy and Math Nights provide opportunity to engage parents in activities that can be utilized in the home to promote literacy in Math, Reading and English language development.	3 times per year	Principal, Teachers, PTO, ELAC,	Development of parent evenings to engage in meaningful activities in Reading and Math. These events strive to provide parents opportunities to reproduce activities in their own home.			
Provide release time for teachers to attend Data Conference where teachers and administration examine school and grade level data and determine areas of strength and need and build unit plans in ELD to address areas of need in ELA and ELD	2 times per year	Teachers, Principal	Release time for teachers and materials for the data conference		Title III	5000
Individualized Professional Learning in the area of English Language Arts and English Language Development. Teachers will be able to attend Professional Learning based on individual need and interest that will support school and district academic goals. Each Teacher will be able to participate in a conference this school year.	On-going	Teachers	Release time for teachers and cost of the seminar, conference or workshop. One conference per year.		Title I	8000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Readiness
LEA GOAL:
Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready.
SCHOOL GOAL #2:
To implement professional practice in the teaching of Mathematics and Science to include a student centered pedagogy that includes student inquiry, research practices and project based learning through the Common Core State Standards (CCSS) Mathematical Practices, Next Generation Science Standards (NGSS).
Data Used to Form this Goal:
The data used to form this goal is the California Assessment of Student Performance and Progress (CAASPP) results in 3rd-5th grade, 5th Grade California Standardized Test (CST) Science, analysis of Mathematics Assessment Resource Service/Mathematics Assessment Collaborative (MARS/MAC) tasks, Key Data Systems (KDS) Checkpoints by grade level and other local data.
Findings from the Analysis of this Data:
Findings from the data indicate that students rely heavily on procedural knowledge in Mathematics and do not have sufficient flexibility with mathematical concepts and their relationships to each other. Science data indicates a similar focus on vocabulary development and incremental understanding of a sequence of a scientific process rather that conceptual understanding of scientific relationships and processes.
How the School will Evaluate the Progress of this Goal:
The goal will be evaluated using common formative assessments (MARs/MAC tasks) and interim assessments such as the KDS checkpoints. Regular analysis of CAASPP Math and CST Science data as well as CELDT data as it relates to academic language development.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development to maintain strong professional practices associated with the Common Core State Standards. Professional Learning Plans are developed annually to maintain and extend professional practice and collaboration at our site. Professional texts allow teacher practice to remain current with evidence based practices, techniques and strategies.	On-Going	Principal, Teachers	Purchase of professional texts related to Reading, Writing, Math and English Language Development (ELD) to expand techniques and strategies related to Common Core literacy and ELD. (See Goal 1 for spending under Title I)			
Utilize a 4th Grade Science Specialist to increase literacy and math competencies across content areas and develop English language skills in core functions of language as the relate to Science specifically.	School Year	Principal, Teachers	4th grade Science Specialist will develop core vocabulary in this specific content area as well as functions of language as the relate to science and non-fiction literacy skills.		Title I	9000
Data Conferences as described in Goal 1	2 times per year	Principal, Teachers	Release time for teachers and materials for the conference (funding from Title III, see Goal 1)			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Communication Plan to Support Parent Involvement
LEA GOAL:
Implement a stakeholder communication plan to support parental involvement.
SCHOOL GOAL #3:
Develop a multifaceted communication plan to increase parent involvement, student achievement and well being through chaperoning, volunteering, school decision making and advocacy, leadership roles and collaboration within the school community.
Data Used to Form this Goal:
Qualitative data on parent involvement in field trips, parent participation in our parent organizations (English Language Advisory Council and Parent Teacher Organization), parent participation in school events (Parent Teacher Conferences, Back To School Night, Open House, Kindergarten Forum, Family Nights and other school events both enrichment and fund raising)
Findings from the Analysis of this Data:
Parent participation and attendance at family enrichment and fund raising events is consistent. However, parent participation in school decision making, advocacy and leadership roles is on the decline.
How the School will Evaluate the Progress of this Goal:
The school will monitor it's progress on increasing parent participation through the collection of sign-in sheets, collection of variety of communications and through student achievement data associated with parent involvement and student well-being.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The use of web based technology subscriptions to develop literacy and English language development and provide a source of targeted intervention as well as assessment of progress towards academic goals. Web based literacy subscriptions are accessible outside the school community and provide for home access as "in addition to" opportunity to meet learning goals and engage parents.	Annually	Principal, Teacher	Purchase of web based subscriptions like Lexia, Raz Kids, Brain-pop Jr. and other subscriptions that meet the criteria of support in core content area, the ability to track student progress towards targeted skills and the ability to access in out of school settings (home/library).			
Additional funding to Summer School program targeted towards students with deficits in Literacy and math with emphasis on English Language Development skills associated with the core functions of language.	Summer 2017	Principal, Teacher	Parent engagement and support is critical to success of Summer School participation. Anticipate comprehensive role for parent for student attendance in program (Spending under Goal 1 - Title I - $5,000)			
Family Literacy and Math Nights provide opportunity to engage parents in activities that can be utilized in the home to promote literacy in Math, Reading and English language development.	4 times per year	Principal, Teacher, TOSA, PTO, ELAC	Parent participation in Family Literacy nights engages families in activities that can be replicated at home and promote student academic success.			
Interpretation services for parent teacher conferences on reclassification and issues and support regarding designated and integrated ELD.	2 times per year	Teachers and support providers	Interpretation services for district interpreters.		Title III	5000

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Positive School Climate: Safe and Supported Schools
LEA GOAL:
Create a positive school climate where students feel safe and supported.
SCHOOL GOAL #4:
Create a positive school climate where students feel safe and secure through the implementation of positive behavior intervention supports and other supports that promote emotional well being to increase student social and academic performance.
Data Used to Form this Goal:
Data used to form this goal was truancy data, suspension data and referrals to the office data as well as referrals for counseling support.
Findings from the Analysis of this Data:
The findings from the data indicate that negative attention seeking behaviors, family crisis, struggles with developing and maintaining friendships have impacts on student learning and student academic performance.
How the School will Evaluate the Progress of this Goal:
The school will evaluate progress towards through the examination of type and number of office referral data. Additional attention to truancy and suspension data as well as referrals to counseling. Survey data will be collected to determine level of implementation of our Positive Behavior Intervention and Support Framework.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Integrate within standing parent meetings and events information sessions on school programs, training in the use of technology resources and create a dialogue around school climate and social emotional learning at home and at school.		Principal, Teachers, Parent leaders	Parent outreach efforts will include materials, resources and training to assist parents in engaging more fully in school events and to engage with children in ways that increase a student's self determination and academic progress.		Title III	1044

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Positive Behavior Intervention and Support (PBIS) materials an resources for teachers and staff for implementation of PBIS framework.	Ongoing	Principal, Teachers, Staff	Development and implementation of PBIS framework to improve school climate and student academic outcomes including implementation of data review process for referral and other behavior related data.		Title I	1000
Materials and resources to support School Link Services emotional well being program. Supports include therapeutic games, workbooks, art supplies.	Ongoing	Principal, SLS Director, SLS Intern, teachers	Use of therapeutic supports to increase student social and emotional well being to increase academic outcomes.		Title I	1000

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvement in Student Performance in Academic
SCHOOL GOAL #1:
All Students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Language Learners. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 1, are located in the Goals, Actions and Services section, page 49-62.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvement in Student Performance in College and
SCHOOL GOAL #2:
Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 2, are located in the Goals, Actions and Services section, page 63-73.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvement in Student Performance in
SCHOOL GOAL #3:
Implement a stakeholder communication plan to support parental involvement and regular updates. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 3, are located in the Goals, Actions and Services section, page 74-79. GOAL 3 Migrant Education Services Parent Involvement • Parent Academic and Involvement Workshops, Parent Café. • Monthly workshops focus on different aspects of family engagement and parent education though the school year. • To increase parent involvement and parent knowledge of school services and students' academic progress. • 40 Participants • California Frameworks of Family Engagement • 9/2017-6/2018 • MEP Service Coordinator: 10 hours per month x 10 months/ MEP Advocate: 5 hours per month x 10 months • Budget: $7,085

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvements in Student Performance in Positive
SCHOOL GOAL #4:
Create a positive school climate where students feel safe and supported. For details on centralized services, please refer to the Local Control Accountability Plan (LCAP) approved by the Governing Board on June 22, 2017. Related services for Goal 4, are located in the Goals, Actions and Services section, page 80-89.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	31,584	0.00
Title III	16,044	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Title I	31,584.00
Title III	16,044.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	26,584.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Title I	10,000.00
	Title I	21,584.00
	Title III	11,044.00
	Title III	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,584.00
Goal 2	9,000.00
Goal 3	5,000.00
Goal 4	3,044.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Martha Ladd	X				
Sue Samse		X			
Nicole Robinson		X			
Erica Krein		X			
Lori Malhiot			X		
Caroline Naito				X	
Sofia Marcos				X	
Vanessa Arroyo				X	
Erindida Gonzalez				X	
Stephanie Duncan				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
X	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
X	Other committees established by the school or district (list): Leadership Team	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on May 7, 2015.

Attested:

Typed Name of School Principal	Signature of School Principal	Date
Ms. Martha Ladd, Principal		

Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Ms. Nicole robinson, President SSC		

Budget By Expenditures

El Granada Elementary School

Funding Source: Title I **$31,584.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase of professional texts related to Reading, Writing, Math and English Language Development (ELD) to expand techniques and strategies related to Common Core literacy and ELD.		$1,000.00	Academic Achievement: Literacy and Reclassification	Professional Development to maintain strong professional practices associated with the Common Core State Standards. Professional Learning Plans are developed annually to maintain and extend professional practice and collaboration at our site. Professional texts allow teacher practice to remain current with evidence based practices, techniques and strategies.
Purchase of the various materials to supplement our Balanced Literacy Program. The main content areas are Reading, Writing and Word Study		$7,000.00	Academic Achievement: Literacy and Reclassification	Provide literacy materials to students and teachers to supplement our comprehensive balanced literacy program that emphasizes the 4 components of English Language Development (listening, speaking, reading and writing) and will provides depth and breadth in English Language Arts content.
Purchase materials that promote hands on literacy activities that promote listening, speaking, reading and writing across curriculum through thematic units of study.		$500.00	Academic Achievement: Literacy and Reclassification	Provide supplementary materials to after school Kindergarten program: Cupcake Club. Materials will help to develop enrichment curriculum to support core literacy and math content that students engage in during the school day.
Release time for teachers and cost of the seminar, conference or workshop. One conference per year.		$8,000.00	Academic Achievement: Literacy and Reclassification	Individualized Professional Learning in the area of English Language Arts and English Language Development. Teachers will be able to attend Professional Learning based on individual need and interest that will support school and district academic goals. Each Teacher will be able to participate in a conference this school year.
4th grade Science Specialist will develop core vocabulary in this specific content area as well as functions of language as the relate to science and non-fiction literacy skills.		$9,000.00	College and Career Readiness	Utilize a 4th Grade Science Specialist to increase literacy and math competencies across content areas and develop English language skills in core functions of language as the relate to Science specifically.
The use of take-home print materials such as Time for Kids extends literacy concepts in non-fiction reading and provides an opportunity for students to develop those skills in school and at home.		$4,084.00	Academic Achievement: Literacy and Reclassification	Supplemental curricular materials for engaging parents at home. Extending literacy skills in other content areas specifically Social Studies and providing students with materials for home use to develop competency in -non-fiction reading skills.

Development and implementation of PBIS framework to improve school climate and student academic outcomes including implementation of data review process for referral and other behavior related data.	$1,000.00	Positive School Climate: Safe and Supported Schools	Positive Behavior Intervention and Support (PBIS) materials an resources for teachers and staff for implementation of PBIS framework.
Use of therapeutic supports to increase student social and emotional well being to increase academic outcomes.	$1,000.00	Positive School Climate: Safe and Supported Schools	Materials and resources to support School Link Services emotional well being program. Supports include therapeutic games, workbooks, art supplies.

Title I Total Expenditures:	$31,584.00
Title I Allocation Balance:	$0.00

Funding Source: Title III **$16,044.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Release time for teachers and materials for the data conference		$5,000.00	Academic Achievement: Literacy and Reclassification	Provide release time for teachers to attend Data Conference where teachers and administration examine school and grade level data and determine areas of strength and need and build unit plans in ELD to address areas of need in ELA and ELD
Interpretation services for district interpreters.		$5,000.00	Communication Plan to Support Parent Involvement	Interpretation services for parent teacher conferences on reclassification and issues and support regarding designated and integrated ELD.
Parent outreach efforts will include materials, resources and training to assist parents in engaging more fully in school events and to engage with children in ways that increase a student's self determination and academic progress.		$1,044.00	Positive School Climate: Safe and Supported Schools	Integrate within standing parent meetings and events information sessions on school programs, training in the use of technology resources and create a dialogue around school climate and social emotional learning at home and at school.
Develop a summer school class that provides sufficient support to continue student progress towards literacy goals.		$5,000.00	Academic Achievement: Literacy and Reclassification	Additional funding to Summer School program targeted towards students with deficits in Literacy and math with emphasis on Reading and mathematical skills associated with the core functions of language.

Title III Total Expenditures:	$16,044.00
Title III Allocation Balance:	$0.00

El Granada Elementary School

El Granada Elementary School Total Expenditures:	$47,628.00

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: October 12, 2017

☒ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 15.c

BOARD AGENDA ITEM: Approve Cabrillo Unified School District Governing Board Policy Updates and Adopt the Proposed Revisions as Recommended by the California School Boards Association

DEPARTMENT: Governing Board

CONTACT PERSON: Jane Yuster, Superintendent
John Corry, Assistant Superintendent, Personnel and Pupil Services
Joy Dardenelle, Assistant Superintendent, Curriculum and Instruction
Crystal Leach, Chief Business Officer

BACKGROUND INFORMATION:

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

REPORT/PROPOSAL:

This month, BP 0520.2, BP 0520.3, BP 3260, BP 3513.3, BP 5131.62, BP 6161.62, BP 6161.1, BP 7212 are provided for adoption. These Board policies have been reviewed by appropriate staff and are submitted for your consideration. Staff has further concluded that the proposed revisions reflect new mandates and/or additional CSBA suggested wordsmithing that could be considered for adoption under action items. These policies are included in this Board packet for review and consideration of action.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Approve Cabrillo Unified School District Governing Board policy updates and adopt the proposed revisions as recommended by the California School Boards Association.

CABRILLO UNIFIED SCHOOL DISTRICT
POLICY GUIDE SHEET
October 2017
Page 1 of 2

Note: Descriptions below identify revisions made to CUSD's Board policies. Editorial changes may have also been made.

BP/AR/E 0520.2 - Title I Program Improvement Schools
(BP/AR revised; E deleted)

Policy and regulation updated to reflect the Every Student Succeeds Act (ESSA) (P.L. 114-95), U.S. Department of Education (USDOE) guidance, and the California Department of Education (CDE) transition plan, which require schools identified for program improvement (PI) to continue to implement their school improvement plans during the 2016-17 school year while a new system of school support and improvement activities for Title I schools is developed. Policy also deletes references to the federal measure of "adequate yearly progress" and the requirements to offer intradistrict transfers and supplemental educational services (SES) to eligible students, as these have been eliminated under ESSA. Material on the Parent Empowerment Act moved from AR to BP, and "Program Evaluation" section revised to reflect requirement to develop and post a report card with specified content. Regulation deletes sections on "Definitions," "Parental Notifications," "Student Transfers," and "Supplemental Educational Services," and adds section on "Alternative Supports" to reflect the CDE's transition plan which requires that district-defined supports be provided to eligible students. Exhibits (1) and (2) deleted since forms related to intradistrict transfers and SES are no longer needed.

BP/AR 0520.3 - Title I Program Improvement Districts
(BP revised; AR deleted)

Policy updated to reflect the Every Student Succeeds Act (P.L. 114-95), USDOE guidance, and the CDE's transition plan, which, for the 2016-17 school year, require districts identified for program improvement (PI) to continue to implement their improvement plans and any recommendations of a district assistance and intervention team assigned to the district. Policy deletes outdated reference to the federal measure of "adequate yearly progress," deletes section on "Early Warning System" since districts are not being newly identified for PI, and consolidates and shortens material reflecting requirements for districts based on the number of years in PI. Regulation deleted as some requirements are no longer applicable and others are duplicated in the BP.

BP/AR 3260 - Fees and Charges
(BP/AR revised)

Policy reorganized and updated to reflect a California Department of Education (CDE) management advisory regarding the prohibition against requiring parent/guardian volunteer hours or payment as a condition of the student's enrollment or participation in educational activities. Regulation updated to reflect **NEW LAW** (AB 2615, 2016) which permits districts to charge a fee for participation in After School Education and Safety (ASES) programs, 21st Century Community Learning Center (21st CCLC) programs, and 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program, as long as the fee is waived or reduced for low-income families and, effective July 1, 2017, the fee is not charged for a homeless or foster youth. Regulation also clarifies the permissibility of charging a fee for in-state field trips in accordance with CDE's interpretation of law, provided that no student is prevented from participating based on a lack of funds.

BP/AR 3513.3 - Tobacco-Free Schools
(BP/AR revised)

Policy updated to reflect **NEW LAW** (ABX2 9, 2016) which requires all districts, not just those receiving state Tobacco-Use Prevention Education funds, to prohibit tobacco use on school campuses. Policy also reflects new definitions of "smoking" and "tobacco" pursuant to **NEW LAW** (SBX2 5, 2016). Regulation reflects provision of ABX2 9 which requires signs prohibiting tobacco use to be displayed at all school entrances, and deletes option to designate a smoking area on campus.

BP 5131.62 - Tobacco
(BP revised)

Policy updated to reflect **NEW LAW** (ABX2 9, 2016) which requires all districts, not just those receiving state Tobacco-Use Prevention Education funds, to prohibit tobacco use on school campuses and **NEW LAW** (SBX2 5, 2016) which establishes new definitions of "smoking" and "tobacco."

BP/E 6161.1 - Selection and Evaluation of Instructional Materials
(BP revised)

Policy updated to delete material defining the "sufficiency" of instructional materials as meaning that students enrolled in the same course have identical materials from the same adoption cycle, and to delete optional material reflecting the authorization to purchase the newest adopted materials for schools in deciles 1-3 of the Academic Performance Index, as those laws have repealed on their own terms. Updated policy also reflects the requirement to address the sufficiency of instructional materials in the district's LCAP and reflects **NEW LAW** (AB 575, 2016) which provides that the State Board of Education may adopt instructional materials for grades K-8 at least once, but not more than twice, every eight years.

BP 7212 - Mello-Roos Districts
(BP revised)

Policy updated to reflect **NEW LAW** (AB 1666, 2016) which requires an agency that has formed a community facilities district (CFD) to post specified financial reports on its web site. Policy also expanded to include additional requirements regarding the submission of a petition to form a CFD, timelines for proceedings to form a CFD, consistency with the district's debt management policy, attendance priority for students residing within the CFD, and procedures for levying special taxes or incurring bonded indebtedness.

Cabrillo USD

Board Policy

Title I Program Improvement Schools

BP 0520.2

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board is committed to enabling all district students to meet state academic achievement standards and to narrowing the achievement gap among student groups. ***To that end, the district shall provide support and assistance to increase student achievement in any school that receives federal Title I funding and has been identified by the California Department of Education as a program improvement (PI) school.***

~~To that end, the Board shall assist all district schools, including those receiving federal Title I funds, to achieve adequate yearly progress, as defined by the State Board of Education.~~

(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that school improvement strategies developed for any PI school are coordinated, aligned, and effectively implemented in accordance with administrative regulation and the Board-approved school improvement plan.

(cf. 0420 - School Plans/Site Councils)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 6179 - Supplemental Instruction)

As necessary, the Board shall determine corrective actions for schools in Year 3 of PI and/or restructuring options for schools in Year 4 of PI or beyond.

Whenever a school is identified for Year 4 PI but is not identified as a "persistently lowest achieving school" pursuant to Education Code 53201, the parents/guardians of students attending that school may petition the Board to implement an intervention for the purpose of improving academic achievement or student safety, provided that the state limit on the number of such schools has not yet been reached. To be considered by the Board, the petition shall contain all required content and signatures and specify one of four intervention models (i.e., turnaround model, restart model, school closure, or transformation model) or an alternative governance arrangement, as described in 5 CCR 4803-4807. The district shall implement the option requested by the parents/guardians unless, at a regularly scheduled public hearing, the Board makes a finding in writing stating the reason it cannot implement the recommended option and instead designates one of the other options to be implemented. (Education Code 53300-53303; 5 CCR 4800-4808)

~~Whenever a district school is identified by the California Department of Education as in need of program improvement (PI), the Superintendent or designee shall ensure that school improvement efforts are coordinated and aligned. He/she shall also revise the school's Single Plan for Student Achievement in accordance with law and as specified in administrative regulation.~~

~~*(cf. 0420 - School Plans/Site Councils)*~~
~~*(cf. 0420.1 - School-Based Program Coordination)*~~
~~*(cf. 0520.1 - High Priority Schools Grant Program)*~~
~~*(cf. 0520.4 - Quality Education Investment Schools)*~~

~~Depending on the length of time a district school has been identified for PI, the district shall provide opportunities for student transfers, supplemental educational services, other corrective actions, and/or restructuring in accordance with law.~~

~~*(cf. 5116.1 - Intradistrict Open Enrollment)*~~
~~*(cf. 6179 - Supplemental Instruction)*~~

Program Evaluation

The Superintendent or designee shall develop an annual report card that includes the information specified in 20 USC 6311 for each district school and for the district as a whole. The required information may be incorporated into each school's school accountability report card. (20 USC 6311)

(cf. 0510 - School Accountability Report Card)
(cf. 6190 - Evaluation of the Instructional Program)

The report card shall be concise, presented in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians can understand. It shall be made accessible to the public on the district's web site. (20 USC 6311)

(cf. 1113 - District and School Web Sites)

As necessary based on the results of this evaluation, the Board may require the Superintendent or designee to review and revise any of the school's reform plans, including the school's Single Plan for Student Achievement, allocate additional resources toward the implementation of the plan, and/or require more frequent monitoring of the school's progress in order to raise student achievement.

Legal Reference:

EDUCATION CODE
35256 School accountability report card
53200-53203 Persistently lowest achieving schools
53300-53303 Parent Empowerment Act
64000 Categorical programs included in consolidated application
64001 Single school plan for student achievement, consolidated application programs
CODE OF REGULATIONS, TITLE 5
11992-11994 Persistently dangerous schools, definition
4800-4808 Parent Empowerment petitions
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act
6301 Title I program purpose
6311 State plan; state and local educational agency report cards

6312 Local educational agency plan
6313 Eligibility of schools and school attendance areas; funding allocation
7912 Persistently dangerous schools
UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
200.49-200.51 State responsibilities
200.52-200.53 District improvement

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016
FEDERAL REGISTER
Final Rule and Supplementary Information, October 29, 2008. Vol. 73, No. 210, pages 64436-64513
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions, rev. May 4, 2016
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Program Improvement: http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
U.S. Department of Education: http://www.ed.gov

~~The Board shall annually review the adequate yearly progress of each district school based on state academic assessments and other indicators specified in the state plan for the No Child Left Behind Act. The Superintendent or designee shall publicize and disseminate the results of this review to parents/guardians, principals, schools, and the community so that the instructional program can be continually refined to help all students meet state academic standards. (20 USC 6316)~~

~~*(cf. 0510 - School Accountability Report Card)*~~
~~*(cf. 6190 - Evaluation of the Instructional Program)*~~

~~The Board and Superintendent or designee also shall review the effectiveness of the actions and activities carried out by PI schools with respect to parental involvement, professional development, and other PI activities. (20 USC 6316)~~

~~*(cf. 4131 - Staff Development)*~~
~~*(cf. 6020 - Parent Involvement)*~~

~~As necessary based on the results of these evaluations, the Board may require the Superintendent or designee to review and revise any of the school's reform plans, including the school's Single Plan for Student Achievement, allocate additional resources toward the implementation of the plan, and/or require more frequent monitoring of the school's progress in order to raise student achievement.~~

~~*Legal Reference:*~~
~~*EDUCATION CODE*~~
~~*35256 School accountability report card*~~
~~*60642.5 California Standards Tests*~~
~~*60850-60856 High School Exit Examination*~~
~~*64000 Categorical programs included in consolidated application*~~
~~*64001 Single school plan for student achievement, consolidated application programs*~~
~~*CODE OF REGULATIONS, TITLE 5*~~

~~*11992-11994 Persistently dangerous schools, definition*~~
~~*13075-13075.4 Supplemental educational services*~~
~~*UNITED STATES CODE, TITLE 20*~~
~~*1232g Family Educational Rights and Privacy Act*~~
~~*6301 Title I program purpose*~~
~~*6311 Adequate yearly progress*~~
~~*6312 Local educational agency plan*~~
~~*6313 Eligibility of schools and school attendance areas; funding allocation*~~
~~*6316 School improvement*~~
~~*7912 Persistently dangerous schools*~~
~~*UNITED STATES CODE, TITLE 29*~~
~~*794 Section 504 of the Rehabilitation Act*~~
~~*CODE OF FEDERAL REGULATIONS, TITLE 34*~~
~~*99.1-99.67 Family Educational Rights and Privacy*~~
~~*200.13-200.20 Adequate yearly progress*~~
~~*200.30-200.35 Identification of program improvement schools*~~
~~*200.36-200.38 Notification requirements*~~
~~*200.39-200.43 Requirements for program improvement, corrective action, and restructuring*~~
~~*200.44 School choice option*~~
~~*200.45-200.47 Supplemental educational services*~~
~~*200.48 Funding for transportation and supplemental services*~~
~~*200.49-200.51 State responsibilities*~~
~~*200.52-200.53 District improvement*~~

~~*Management Resources:*~~
~~*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*~~
~~*2008 Adequate Yearly Progress Report Information Guide, August 2008*~~
~~*California's Accountability Workbook*~~
~~*FEDERAL REGISTER*~~
~~*Final Rule and Supplementary Information, October 29, 2008. Vol. 73, No. 210, pages 64436-64513*~~
~~*U.S. DEPARTMENT OF EDUCATION GUIDANCE*~~
~~*Public School Choice, January 14, 2009*~~
~~*Supplemental Educational Services, January 14, 2009*~~
~~*WEB SITES*~~
~~*CSBA: http://www.csba.org*~~
~~*California Department of Education, Program Improvement: http://www.cde.ca.gov/ta/ac/ti/programimprov.aspU.S. Department of Education, No Child Left Behind: http://www.nclb.gov*~~

Policy: 0520.2 **CABRILLO UNIFIED SCHOOL DISTRICT**
Adopted: June 25, 2009 **Half Moon Bay, California**
Revised:

Cabrillo USD

Board Policy

Title I Program Improvement Districts

BP 0520.3

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board desires to continuously improve educational programs and district operations to enable all students to achieve proficiency. The Superintendent or designee shall ensure the implementation and coordination of all district improvement plans and shall annually report to the Board regarding the district's performance in making progress toward student achievement standards.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 0500 - Accountability)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 6011 - Academic Standards)
(cf. 6162.51 - State Academic Achievement Tests)

The district shall implement all actions required for Title I program improvement (PI) as required by law and the California Department of Education (CDE).

The development of district improvement strategies shall be based upon the results of a self-assessment conducted with state program assessment tools that identify specific problems contributing to low student achievement.

Each year that the district is in PI status, it shall:

1. Review the Title I local educational agency (LEA) plan and, as needed, revise the plan. Revisions may be made in an addendum to the existing plan. The revised LEA plan or plan addendum shall be approved by the Board and electronically submitted to the CDE.

(cf. 6171 - Title I Programs)

2. Reserve and spend at least 10 percent of its Title I, Part A allocation to provide high-quality professional development for instructional staff

(cf. 4131 - Staff Development)
(cf. 4331 - Staff Development)

In addition, during Year 3 of PI or beyond, the Board shall cooperate with the Superintendent of Public Instruction and the State Board of Education (SBE) in the identification and implementation of appropriate corrective actions.

As applicable, the district shall implement the recommendations of the district assistance and intervention team (DAIT) that has been assigned to assist the district pursuant to Education Code 52055.57.

The Superintendent or designee shall submit to the CDE an annual report regarding the district's evidence of progress, including a summary description of the district's progress toward implementing the strategies in the LEA plan, an analysis of the district's progress toward student achievement goals in the LEA plan based on state or local assessment data, and documentation that the Board has been notified of the report.

In the event that the district is required to appear before the SBE within Year 3 of PI to review the district's progress, the Superintendent or designee, the DAIT, and/or the County Superintendent of Schools shall provide testimony and written data sufficient for the SBE to determine whether an alternative corrective action is needed. (Education Code 52055.57)

Legal Reference:

EDUCATION CODE
52055.57-52055.59 Districts identified or at risk of identification for program improvement
52059 Statewide system of school support
UNITED STATES CODE, TITLE 20
6301 Title I program purpose
6311 State plan
6312 Local educational agency plan
6321 Fiscal responsibilities

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016
Local Educational Agency Program Improvement Plan Addendum Template, rev. April 2016
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Program Improvement: http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
U.S. Department of Education: http://www.ed.gov

~~The Governing Board shall annually review and analyze districtwide performance in making adequate yearly progress (AYP) toward student achievement standards, in accordance with criteria established by the State Board of Education (SBE). The Board's review shall include an evaluation of whether district improvement efforts are aligned and adequately focused on increasing achievement levels for all students. As necessary, the Board and the Superintendent or designee shall take steps to improve district operations and programs to enable students to achieve proficiency.~~

~~(cf. 0500 - Accountability)~~
~~(cf. 6011 - Academic Standards)~~
~~(cf. 6162.51 - Standardized Testing and Reporting Program)~~

~~Early Warning Program~~

~~In the event that the district is provided notice by the California Department of Education (CDE) that it is in danger of being identified for program improvement within two years, under the federal No Child Left Behind Act, the Board shall determine whether to participate in the voluntary Early Warning Program. If the Board elects to have the district participate in the program, the district shall conduct a voluntary self-assessment using research-based criteria~~

provided by the CDE and revise its Title I local educational agency (LEA) plan based on the results of that assessment. (Education Code 52055.57)

(cf. 6171 - Title I Programs)

Year 1-2 PI: Revision and Implementation of LEA Plan

In the event that the district is identified for PI by the CDE, the Superintendent or designee shall, in accordance with law and administrative regulation, notify parents/guardians, administer a district self-assessment process, and revise the LEA plan. (20 USC 6316; Education Code 52055.57)

The revised LEA plan or plan addendum shall be approved by the Board and submitted to the CDE. The Superintendent or designee shall regularly report to the Board regarding the implementation of the plan during Years 1 and 2 of the program.

The Superintendent or designee shall utilize available state and local resources to identify specific problems contributing to low student achievement and provide technical assistance and support to resolve those problems. He/she also shall work closely with individual school sites to raise student achievement in accordance with school plans.

(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)

Year 3 PI: Corrective Action

If the district does not make AYP after two years of receiving program funding, the Board shall cooperate with the Superintendent of Public Instruction (SPI) and the SBE in the identification and implementation of appropriate corrective actions.

The Board shall enter into a contract with a district assistance and intervention team (DAIT) whenever the SPI and SBE determine this to be the most appropriate corrective action. Upon receiving a report of recommendations from the DAIT: (Education Code 52055.57, 52059)

1. The Board may, not later than 30 days after completion of the report, appeal to the SPI to be exempted from implementing one or more of the report's recommendations.

2. Not later than 60 days after completion of the report, the Board shall, at a regularly scheduled meeting, adopt the report recommendations, as modified by any exemptions granted by the SPI.

The Superintendent or designee shall establish a district leadership team to collaborate with the DAIT in the development and implementation of an action plan to address high-priority needs. This team may include site and district administrators, teacher leaders, special education teachers, English learner experts, fiscal officers, and other key personnel, as appropriate.

The Board and the Superintendent or designee shall monitor the district's progress in implementing the DAIT's recommendations and shall continually use student performance data to determine whether additional district or school site changes are necessary to improve student achievement.

~~Legal Reference:~~
~~EDUCATION CODE~~
~~52055.57 Districts identified or at risk of identification for program improvement~~
~~52059 Statewide system of school support~~
~~UNITED STATES CODE, TITLE 20~~
~~6301 Title I program purpose~~
~~6311 Adequate yearly progress~~
~~6312 Local educational agency plan~~
~~6316 School and district improvement~~
~~6321 Fiscal responsibilities~~
~~CODE OF FEDERAL REGULATIONS, TITLE 34~~
~~200.13-200.20 Adequate yearly progress~~
~~200.30-200.35 Identification of program improvement schools~~
~~200.36-200.38 Notification requirements~~
~~200.52-200.53 District improvement~~
~~Management Resources:~~
~~CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS~~
~~Blueprint for District Assistance and Intervention, 2008~~
~~2007Adequate Yearly Progress Report Information Guide, August 2007~~
~~A Training Guide for Local Educational Agencies and Schools: Program Improvement, September 2006~~
~~U.S. DEPARTMENT OF EDUCATION GUIDANCE~~
~~LEA and School Improvement Non-Regulatory Guidance, rev. July 21, 2006~~
~~U.S. DEPARTMENT OF EDUCATION GUIDANCE~~
~~LEA and School Improvement Non-Regulatory Guidance, January 7, 2004~~
~~WEB SITES~~
~~CSBA: http://www.csba.org~~
~~California Department of Education, Program Improvement: http://www.cde.ca.gov/ta/ac/ti/programimprov.asp~~
~~U.S. Department of Education, No Child Left Behind: http://www.nclb.gov~~

Policy: 0520.3 **CABRILLO UNIFIED SCHOOL DISTRICT**
Adopted: February 12, 2009 **Half Moon Bay, California**
Revised:

Cabrillo USD
Board Policy

Fees And Charges

BP 3260
Business and Noninstructional Operations

The Governing Board recognizes its responsibility to ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in the district's educational program are made available to them at no cost.

No student shall be required to pay a fee, deposit, or other charges for his/her participation in an educational activity which constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities. (Education Code 49010, 49011; 5 CCR 350)

(cf. 3100 – Budget)
~~*(cf. 1321 - Solicitation of Funds from and by Students)*~~
~~*(cf. 3100 - Budget)*~~
~~*(cf. 3290 - Gifts, Grants and Bequests)*~~
(cf. 6145 - Extracurricular and Cocurricular Activities)

As necessary, the Board may approve fees, deposits, and other charges which are specifically authorized by law. ***When approving such fees, deposits, or charges, establishing fee schedules, or determining whether waivers or exceptions should be granted,*** ~~For such authorized fees, deposits, and charges~~, the Board shall consider relevant data, including socio-economic conditions of district students' families and their ability to pay.

(cf. 3250 - Transportation Fees)
(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5143 - Insurance)
(cf. 9323.2 - Actions by the Board)

The prohibition against student fees shall not restrict the district from soliciting for ~~voluntary~~ donations, participating in fundraising activities, and providing prizes or other recognition for participants in such activities and events. ***The Superintendent or designee shall emphasize that participation of students, parents/gardians, district employees, volunteers or educational or civic organizations in such activities and events is voluntary.*** ~~However,~~ ***T***he district shall not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student. ~~and shall not remove, or~~ ***It shall not*** threaten to remove, from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 3290 - Gifts, Grants and Bequests)

The Superintendent or designee may provide information or professional development opportunities to administrators, teachers, and other personnel regarding permissible fees.

(cf. 4131 – Staff Development)
(cf. 4231 – Staff Development)
(cf. 4331 – Staff Development)

~~Whenever district employees, volunteers, students, parents/guardians, or educational or civic organizations participate in such events or activities, the Superintendent or designee shall emphasize that participation in the event or activity is voluntary.~~

A complaint alleging district noncompliance with the prohibition against requiring student fees, deposits, or other charges shall be filed in accordance with the district's procedures in BP/AR 1312.3 - Uniform Complaint Procedures. (Education Code 49013)

(cf. 1312.3 - Uniform Complaint Procedures)

If, upon investigation, the district finds merit in the complaint, the Superintendent or designee shall recommend and the Board shall adopt an appropriate remedy to be provided to all affected students and parents/guardians in accordance with 5 CCR 4600.

Information related to the prohibition against requiring students to pay fees for participation in an educational activity shall be included in the district's annual notification required to be provided to all students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 49013)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

~~The Superintendent or designee may provide additional information or professional development opportunities to administrators, teachers, and other personnel regarding permissible fees.~~

~~*(cf. 4131 - Staff Development)*~~
~~*(cf. 4231 - Staff Development)*~~
~~*(cf. 4331 - Staff Development)*~~

Legal Reference:

EDUCATION CODE
8239 Preschool and wraparound child care services
8250 Child care and development services for children with disabilities
8263 Child care eligibility
8422 21st Century High School After School Safety and Enrichment for Teens programs
8482.6 After School Education and Safety programs
8760-8774 Outdoor science and conservation programs
17453.1 District sale or lease of Internet appliances or personal computers to students or parents
17551 Property fabricated by students
19910-19911 Offenses against libraries
32033 Eye protective devices
32221 Insurance for athletic team member
32390 Fingerprinting program

35330-35332 Excursions and field trips
35335 School camp programs
38080-38086.1 Cafeteria establishment and use
38120 Use of school band equipment on excursions to foreign countries
39801.5 Transportation for adults
39807.5 Payment of transportation costs
39837 Transportation of students to places of summer employment
48050 Residents of adjoining states
48052 Tuition for foreign residents
48904 Liability of parent or guardian
49010-49013 Student fees
49065 Charge for copies
49066 Grades, effect of physical education class apparel
49091.14 Prospectus of school curriculum
51810-51815 Community service classes
52612 Tuition for adult classes
52613 Nonimmigrant foreign nationals
56504 School records; students with disabilities
60410 Students in classes for adults
GOVERNMENT CODE
6253 Request for copy; fee
CALIFORNIA CONSTITUTION
Article 9, Section 5 Common school system
CODE OF REGULATIONS, TITLE 5
350 Fees not permitted
4600-4687 Uniform complaint procedures
UNITED STATES CODE, TITLE 8
1184 Foreign students
COURT DECISIONS
Driving School Assn of CA v. San Mateo Union HSD (1993) 11 Cal. App. 4th 1513
Arcadia Unified School District v. State Department of Education (1992) 2 Cal 4th 251
Steffes v. California Interscholastic Federation (1986) 176 Cal. App. 3d 739
Hartzell v. Connell (1984) 35 Cal. 3d 899
CTA v. Glendale School District Board of Education (1980) 109 Cal. App. 3d 738

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Pupil Fees: Damage to School Property, Fiscal Management Advisory 16-01, September 16, 2016
Pupil Fees: Parent Service Hours, Fiscal Management Advisory 15-01, January 20, 2015
Pupil Fees, Deposits, and Other Charges: Cap and Gown for High School Graduation Ceremony, Addendum to Fiscal Management Advisory 12-02, October 4, 2013
Fees, Deposits and Other Charges, Fiscal Management Advisory 12-02, April 24, 2013
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov

~~*EDUCATION CODE*~~
~~*8239 Preschool and wraparound child care services*~~
~~*8250 Child care and development services for children with disabilities*~~
~~*8263 Child care eligibility*~~
~~*8482.6 After School Education and Safety programs*~~
~~*8760-8774 Outdoor science and conservation programs*~~
~~*17453.1 District sale or lease of Internet appliances or personal computers to students or parents*~~
~~*17551 Property fabricated by students*~~
~~*19910-19911 Offenses against libraries*~~
~~*32033 Eye protective devices*~~

~~*32221 Insurance for athletic team member*~~
~~*32390 Fingerprinting program*~~
~~*35330-35332 Excursions and field trips*~~
~~*35335 School camp programs*~~
~~*38080-38086 Cafeteria establishment and use*~~
~~*38120 Use of school band equipment on excursions to foreign countries*~~
~~*39801.5 Transportation for adults*~~
~~*39807.5 Payment of transportation costs*~~
~~*39837 Transportation of students to places of summer employment*~~
~~*48050 Residents of adjoining states*~~
~~*48052 Tuition for foreign residents*~~
~~*48904 Liability of parent or guardian*~~
~~*49010-49013 Student fees*~~
~~*49065 Charge for copies*~~
~~*49066 Grades, effect of physical education class apparel*~~
~~*49091.14 Prospectus of school curriculum*~~
~~*51810-51815 Community service classes*~~
~~*52612 Tuition for adult classes*~~

~~*52613 Nonimmigrant aliens*~~
~~*56504 School records; students with disabilities*~~
~~*60410 Students in classes for adults*~~
~~*GOVERNMENT CODE*~~
~~*6253 Request for copy; fee*~~
~~*CALIFORNIA CONSTITUTION*~~
~~*Article 9, Section 5 Common school system*~~
~~*CODE OF REGULATIONS, TITLE 5*~~
~~*350 Fees not permitted*~~
~~*4600-4687 Uniform complaint procedures*~~
~~*UNITED STATES CODE, TITLE 8*~~
~~*1184 Foreign students*~~
~~*COURT DECISIONS*~~
~~*Driving School Assn of CA v. San Mateo Union HSD (1993) 11 Cal. App. 4th 1513*~~
~~*Arcadia Unified School District v. State Department of Education (1992) 2 Cal 4th 251*~~
~~*Steffes v. California Interscholastic Federation (1986) 176 Cal. App. 3d 739*~~
~~*Hartzell v. Connell (1984) 35 Cal. 3d 899*~~
~~*CTA v. Glendale School District Board of Education (1980) 109 Cal. App. 3d 738*~~
~~*Management Resources:*~~
~~*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*~~
~~*Pupil Fees, Deposits, and Other Charges: Cap and Gown for High School Graduation Ceremony, Addendum to Fiscal Management Advisory 12-02, October 4, 2013*~~
~~*Fees, Deposits and Other Charges, Fiscal Management Advisory 12-02, April 24, 2013*~~
~~*WEB SITES*~~
~~*CSBA: http://www.csba.org*~~
~~*California Department of Education: http://www.cde.ca.gov*~~

Policy: 3260 **CABRILLO UNIFIED SCHOOL DISTRICT**
Adopted: December 11, 2008 **Half Moon Bay, California**
Revised: May 9, 2013
Revised: May 29, 2014
Revised:

Cabrillo USD

Board Policy

Tobacco-Free Schools

BP 3513.3
Business and Noninstructional Operations

The Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with district goals to provide a healthy environment for students and staff.

(cf. 3514 - Environmental Safety)
(cf. 4159/4259/4359 - Employee Assistance Programs)
(cf. 5030 - Student Wellness)
(cf. 5131.62 - Tobacco)
(cf. 5141.23 - Asthma Management)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

The Board prohibits ***smoking and/or*** the use of tobacco products at any time in district-owned or leased buildings, on district property, and in district vehicles. (Health and Safety Code 104420; 104559)

These prohibitions apply to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Any written joint use agreement governing community use of district facilities or grounds shall include notice of the district's tobacco-free schools policy and consequences for violations of the policy.

(cf. 1330 - Use of School Facilities)
(cf. 1330.1 - Joint Use Agreements)

Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking. (Business and Professions Code 22950.5; Education Code 48901)

Tobacco products include: (Business and Professions Code 22950.5; Education Code 48901)

1. ***Any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff***

2. ***An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah***

3. ***Any component, part, or accessory of a tobacco product, whether or not sold separately***

~~The products prohibited include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products.~~

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. (Health and Safety Code 104495)

Legal Reference:

EDUCATION CODE
48900 Grounds for suspension/expulsion
48901 Prohibition against tobacco use by students
HEALTH AND SAFETY CODE
39002 Control of air pollution from nonvehicular sources
104350-104495 Tobacco use prevention, especially:
104495 Prohibition of smoking and tobacco waste on playgrounds
119405 Unlawful to sell or furnish electronic cigarettes to minors
LABOR CODE
3300 Employer, definition
6304 Safe and healthful workplace
6404.5 Occupational safety and health; use of tobacco products
UNITED STATES CODE, TITLE 20
6083 Nonsmoking policy for children's services
7100-7117 Safe and Drug Free Schools and Communities Act
CODE OF FEDERAL REGULATIONS, TITLE 21
1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors
PERB RULINGS
Eureka Teachers Assn. v. Eureka City School District (1992) PERB Order #955 (16 PERC 23168)
CSEA #506 and Associated Teachers of Metropolitan Riverside v. Riverside Unified School District (1989) PERB Order #750 (13 PERC 20147)

Management Resources:

WEB SITES
California Department of Education, Alcohol, Tobacco and Other Drug Prevention: http://www.cde.ca.gov/ls/he/at
California Department of Education, Tobacco-Free School District Certification: http://www.cde.ca.gov/ls/he/at/tobaccofreecert.asp
California Department of Public Health, Tobacco Control: http://www.cdph.ca.gov/programs/tobacco
Occupational Safety and Health Standards Board: http://www.dir.ca.gov/OSHSB/oshsb.html
U.S. Environmental Protection Agency: http://www.epa.gov

Policy: 3513.3 **CABRILLO UNIFIED SCHOOL DISTRICT**
Adopted: December 11, 2008 **Half Moon Bay, California**
Revised: April 12, 2012
Revised: May 29, 2014
Revised:

Cabrillo USD
Board Policy
Tobacco

BP 5131.62
Students

The Governing Board recognizes the serious health risks presented by tobacco use and desires to ensure that, through adoption of consistent policies, district students are made aware of those risks and, to the extent possible, protected from them. The Superintendent or designee shall establish a coordinated school health system which includes a comprehensive behavioral health education component that teaches students the knowledge, skills, and attitudes they need in order to lead healthy lives and avoid high-risk behaviors, such as tobacco use.

(cf. 5141.23 - Asthma Management)

The Superintendent or designee shall provide prevention, intervention, and cessation education, information, activities, and/or referrals to district students and shall ensure consistent enforcement of district policies prohibiting student possession and use of tobacco products.

Prohibition Against Tobacco Use

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. (Education Code 48900, 48901)

(cf. 3513.3 - Tobacco-Free Schools)
(cf. 5131 - Conduct)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking. (Business and Professions Code 22950.5; Education Code 48901)

Tobacco products include: (Business and Professions Code 22950.5; Education Code 48901)

1. ***A product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled,***

snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff

2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah

3. Any component, part, or accessory of a tobacco product, whether or not sold separately

These prohibitions do not apply to a student's possession or use of his/her own prescription products. However, student possession or use of prescription products in school shall be subject to the district's policy and regulation for addressing the administration of medications on campus. (Education Code 48900)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

Prevention Instruction

The district shall provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from K-12 pursuant to Education Code 51202. Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs in which the district participates.

(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

Intervention/Cessation Services

The district may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. Such intervention services shall be provided as an alternative to suspension for tobacco possession.

(cf. 1020 - Youth Services)
(cf. 5141.6 - School Health Services)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6164.2 - Guidance/Counseling Services)

Program Planning

The district's tobacco-use prevention and intervention program shall be based on an assessment of tobacco-use problems in district schools and the community, an examination of existing services and activities in the community, and a determination of high-risk student populations that are most in need of district services.

The Superintendent or designee shall coordinate with the local health department and county office of education in program planning and implementation. He/she may establish an advisory council including students, parents/guardians, district staff, representatives of the local health department and community organizations, law enforcement professionals, and/or others with demonstrated expertise in tobacco prevention and cessation.

(cf. 1220 - Citizen Advisory Councils)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

The Superintendent or designee also shall coordinate the district's tobacco-use prevention and intervention program with other district efforts to reduce students' use of illegal substances and to promote student wellness.

(cf. 5030 - Student Wellness)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.63 - Steroids)

The Superintendent or designee shall select tobacco-use prevention programs based on the model program designs identified by the California Department of Education (CDE) and may adapt the model to meet district needs. (Health and Safety Code 104420)

The Superintendent or designee shall not accept for distribution any materials or advertisements that promote the use or sale of tobacco products. He/she also shall not accept tobacco-use prevention or intervention funds or materials from the tobacco industry or from any entity which is known to have received funding from the tobacco industry.

(cf. 1325 - Advertising and Promotion)
(cf. 3290 - Gifts, Grants and Bequests)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Program Evaluation

To evaluate the effectiveness of the district's program and ensure accountability, the Superintendent or designee shall biennially administer the California Healthy Kids Survey or other appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco. He/she also shall annually report to the Board, and to the CDE if required, the data specified in Health and Safety Code 104450.

(cf. 0500 - Accountability)
(cf. 5022 - Student and Family Privacy Rights)
(cf. 6162.8 - Research)

The results of program evaluations shall be used to refine program goals and objectives and make changes as needed to strengthen program implementation.

Legal Reference:
EDUCATION CODE

8900 Suspension or expulsion (grounds)
48900.5 Suspension, limitation on imposition; exception
48901 Smoking or use of tobacco prohibited
51202 Instruction in personal and public health and safety
60041 Instructional materials, portrayal of effects of tobacco use
BUSINESS AND PROFESSIONS CODE
22950.5 Stop Tobacco Access to Kids Enforcement Act; definitions
HEALTH AND SAFETY CODE
104350-104495 Tobacco-use prevention education
104559 Tobacco use prohibition
119405 Unlawful to sell or furnish electronic cigarettes to minors
PENAL CODE
308 Minimum age for tobacco possession
CODE OF REGULATIONS, TITLE 17
6800 Definition, health assessment
6844-6847 Child Health and Disability Prevention program; health assessments
UNITED STATES CODE, TITLE 20
7111-7122 Student Support and Academic Enrichment Grants
CODE OF FEDERAL REGULATIONS, TITLE 21
1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors
ATTORNEY GENERAL OPINIONS
88 Ops.Cal.Atty.Gen. 8 (2005)

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
TUPE Acceptance of Funds Guidance
Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008
Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003
Getting Results: Part II California Action Guide to Tobacco Use Prevention Education, 2000
WEST ED PUBLICATIONS
Guidebook for the California Healthy Kids Survey
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Tobacco-Use Prevention Education: http://www.cde.ca.gov/ls/he/at/tupe.asp
California Department of Public Health, Tobacco Control: http://www.cdph.ca.gov/programs/tobacco
California Healthy Kids Resource Center: http://www.californiahealthykids.org
California Healthy Kids Survey: http://www.wested.org/hks
Centers for Disease Control and Prevention, Smoking and Tobacco Use: http://www.cdc.gov/tobacco
U.S. Surgeon General: http://www.surgeongeneral.gov

~~Students' possession or use of electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products is also prohibited.~~

~~These prohibitions do not apply to a student's possession or use of his/her own prescription products. However, student possession or use of prescription products in school shall be subject~~

to the district's policy and regulation for addressing the administration of medications on campus. (Education Code 48900)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

Prevention Instruction

The district shall provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from K-12 pursuant to Education Code 51202.

Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs in which the district participates.

(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

Intervention/Cessation Services

The district may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. Such intervention services shall be provided as an alternative to suspension for tobacco possession.

(cf. 1020 - Youth Services)
(cf. 5141.6 - School Health Services)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6164.2 - Guidance/Counseling Services)

Program Planning

The district's tobacco-use prevention and intervention program shall be based on an assessment of tobacco-use problems in district schools and the community, an examination of existing services and activities in the community, and a determination of high-risk student populations that are most in need of district services.

The Superintendent or designee shall coordinate with the local health department and county office of education in program planning and implementation. He/she may establish an advisory council including students, parents/guardians, district staff, representatives of the local health department and community organizations, law enforcement professionals, and/or others with demonstrated expertise in tobacco prevention and cessation.

(cf. 1220 - Citizen Advisory Councils)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

The Superintendent or designee also shall coordinate the district's tobacco-use prevention and intervention program with other district efforts to reduce students' use of illegal substances and to promote student wellness.

(cf. 5030 - Student Wellness)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.63 - Steroids)

The Superintendent or designee shall select tobacco-use prevention programs based on the model program designs identified by the California Department of Education (CDE) and may adapt the model to meet district needs. (Health and Safety Code 104420)

The Superintendent or designee shall not accept for distribution any materials or advertisements that promote the use or sale of tobacco products. He/she also shall not accept tobacco-use prevention or intervention funds or materials from the tobacco industry or from any entity which is known to have received funding from the tobacco industry.

(cf. 1325 - Advertising and Promotion)
(cf. 3290 - Gifts, Grants and Bequests)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Program Evaluation

To evaluate the effectiveness of the district's program and ensure accountability, the Superintendent or designee shall biennially administer the California Healthy Kids Survey or other appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco. He/she also shall annually report to the Board, and to the CDE if required, the data specified in Health and Safety Code 104450.

(cf. 0500 - Accountability)
(cf. 5022 - Student and Family Privacy Rights)
(cf. 6162.8 - Research)

The results of program evaluations shall be used to refine program goals and objectives and make changes as needed to strengthen program implementation.

Legal Reference:

EDUCATION CODE
48900 - Suspension or expulsion (grounds)
48900.5 - Suspension, limitation on imposition; exception
48901 - Smoking or use of tobacco prohibited
51202 - Instruction in personal and public health and safety
60041 - Instructional materials, portrayal of effects of tobacco use
HEALTH AND SAFETY CODE
104350-104495 - Tobacco-use prevention education
119405 - Unlawful to sell or furnish electronic cigarettes to minors
PENAL CODE
308 - Minimum age for tobacco possession
CODE OF REGULATIONS, TITLE 17
6800 - Definition, health assessment
6844-6847 - Child Health and Disability Prevention program; health assessments
UNITED STATES CODE, TITLE 20
7111-7117 - Safe and Drug-Free Schools and Communities Act

CODE OF FEDERAL REGULATIONS, TITLE 21
1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors
ATTORNEY GENERAL OPINIONS
88 Ops.Cal.Atty.Gen. 8 (2005)

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
TUPE Acceptance of Funds Guidance
Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008
Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003
Getting Results: Part II California Action Guide to Tobacco Use Prevention Education, 2000
WEST ED PUBLICATIONS
Guidebook for the California Healthy Kids Survey
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Tobacco Use Prevention Education: http://www.cde.ca.gov/ls/he/at/tupe.asp
California Department of Public Health, Tobacco Control: http://www.cdph.ca.gov/programs/tobacco
California Healthy Kids Resource Center: http://www.californiahealthykids.org
California Healthy Kids Survey: http://www.wested.org/hks
Centers for Disease Control and Prevention, Smoking and Tobacco Use: http://www.cdc.gov/tobacco
U.S. Surgeon General: http://www.surgeongeneral.gov

Policy: 5131.62 **CABRILLO UNIFIED SCHOOL DISTRICT**
Adopted: December 11, 2008 **Half Moon Bay, California**
Revised: September 15, 2011
Revised: September 18, 2014
Revised:

Cabrillo USD

Board Policy

Selection And Evaluation Of Instructional Materials

BP 6161.1
Instruction

~~Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance. Also see BP 2210 - Administrative Discretion Regarding Board Policy.~~

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect society's diversity, and enhance the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and the district's curriculum to ensure that they effectively support the district's adopted courses of study.

(cf. 0440 - District Technology Plan)
(cf. 6000 - Concepts and Roles)
(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6162.5 - Student Assessment)
(cf. 6163.1 - Library Media Centers)

The Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or have otherwise been determined to be aligned with the state academic content standards adopted pursuant to Education Code 60605 or the Common Core Standards adopted pursuant to Education Code 60605.8. (Education Code 60200, 60210)

The Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and administrative regulation. (Education Code 60400)

~~The Board's priority in the selection of instructional materials is to ensure that all students are provided with standards-aligned instructional materials in the core curriculum areas of English/language arts, mathematics, science, and history-social science.~~

Review Process

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. Toward that end, he/she may establish an instructional materials review committee to evaluate and recommend instructional materials.

(cf. 1220 - Citizen Advisory Committees)

The review process shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members. (Education Code 60002)

In addition, the instructional materials review committee may include administrators, other staff who have subject-matter expertise, and students as appropriate.

If the district chooses to use instructional materials for grades K-8 that have not been adopted by the SBE, the Superintendent or designee shall ensure that a majority of the participants in the district's review process are classroom teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)

Individuals who participate in the selection or review of instructional materials shall not have a conflict of interest, as defined in administrative regulation, in the materials being reviewed.

(cf. 9270 - Conflict of Interest)

The committee shall review instructional materials using criteria provided in law and administrative regulation, and shall provide the Board with documentation supporting its recommendations.

All recommended instructional materials shall be available for public inspection at the district office.

(cf. 5020 - Parent Rights and Responsibilities)

The district may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

Public Hearing on Sufficiency of Instructional Materials

The Board shall annually conduct one or more public hearings on the sufficiency of the district's textbooks and other instructional materials. (Education Code 60119)

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee shall post a notice in three public places within the district containing the time, place, and purpose of the hearing. ***The hearing shall not take place during or***

immediately following school hours. (Education Code 60119)

The hearing shall not take place during or immediately following school hours. (Education Code 60119)

(cf. 9322 - Agenda/Meeting Materials)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or instructional materials which are aligned to the state content standards adopted pursuant to Education Code 60605 or the Common Core Standards adopted pursuant to Education Code 60605.8 and which are consistent with the content and cycles of the state's curriculum frameworks. Sufficiency of instructional materials shall be determined in each of the following subjects: (Education Code 60119)

1. Mathematics

(cf. 6142.92 - Mathematics Instruction)

2. Science

(cf. 6142.93 - Science Instruction)

3. History-social science

(cf. 6142.94 - History-Social Science Instruction)

4. English language arts, including the English language development component of an adopted program

(cf. 6142.91 - English/Language Arts Instruction)
(cf. 6174 - Education for English Language Learners)

5. Foreign language

(cf. 6142.2 - World/Foreign Language Instruction)

6. Health

(cf. 6142.8 - Comprehensive Health Education)

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the Board shall consider whether each student has sufficient textbooks and/or instructional materials to use in class and to take home. However, this does not require that each student have two sets of materials. The materials may be in a digital format as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district and has the ability to use and access them at home. However, the materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

~~The Board shall also make a determination that all students within the district who are enrolled in the same course have "identical" standards-aligned textbooks or instructional materials from the same adoption cycle, as defined in Education Code 1240.3 and 60119. (Education Code 1240.3, 42605)~~

~~However, the district may purchase the newest adopted instructional materials for students in district schools ranked in deciles 1-3 of the base Academic Performance Index in any one of the past three school years without necessarily purchasing these materials for use in other district schools. (Education Code 1240.3)~~

If the Board determines that there are insufficient textbooks or instructional materials, it shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks or instructional materials. The Board shall take any action, except an action that would require reimbursement by the Commission of State Mandates, to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

The degree to which every student had sufficient access to standards-aligned instructional materials shall be included in the district's local control and accountability plan. (Education Code 52060)

Complaints

Complaints concerning instructional materials shall be handled in accordance with law, Board policy, and administrative regulation.

(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:
EDUCATION CODE
220 Prohibition against discrimination
1240 County superintendent, general duties
1240.3 Definition of sufficiency for categorical flexibility
33050-33053 General waiver authority
33126 School accountability report card
35272 Education and athletic materials
42605 Tier 3 categorical flexibility
44805 Enforcement of course of studies; use of textbooks, rules and regulations
49415 Maximum textbook weight
51501 Nondiscriminatory subject matter
60000-60005 Instructional materials, legislative intent
60010 Definitions
60040-60052 Instructional requirements and materials
60060-60062 Requirements for publishers and manufacturers
60070-60076 Prohibited acts (re instructional materials)
60110-60115 Instructional materials on alcohol and drug education
60119 Public hearing on sufficiency of materials

60200-60210 Elementary school materials
60226 Requirements for publishers and manufacturers
60240-60252 State Instructional Materials Fund
60350-60352 Core reading program instructional materials
60400-60411 High school textbooks
60510-60511 Donation for sale of obsolete instructional materials
60605 State content standards
60605.8 Common Core Standards
60605.86-60605.88 Supplemental instructional materials aligned with Common Core Standards
CODE OF REGULATIONS, TITLE 5
9505-9530 Instructional materials

Management Resources:
CSBA PUBLICATIONS
Flexibility Provisions in the 2008 and 2009 State Budget: Policy Considerations for Governance Teams, Budget Advisory, March 2009
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
01-05 Guidelines for Piloting Textbooks and Instructional Materials, September 2001
Standards for Evaluating Instructional Materials for Social Content, 2000
WEB SITES
CSBA: http://www.csba.org
Association of American Publishers: http://www.publishers.org
California Academic Content Standards Commission, Common Core Standards: http://www.scoe.net/castandards
California Department of Education: http://www.cde.ca.gov

Policy: 6161.1
Adopted: December 11, 2008
Revised: February 10, 2011
Revised: May 30, 2013
Revised:

CABRILLO UNIFIED SCHOOL DISTRICT
Half Moon Bay, California

Cabrillo USD
Board Policy
Mello Roos Districts

BP 7212
Facilities

The Governing Board desires to provide adequate facilities in order to enhance student learning and to help the district achieve its vision for educating district students. Toward ~~To~~ that end, the Board may order the formation of a community facilities ***district (CFD)*** (Mello-Roos district) for the acquisition or improvement of school facilities when, in the Board's judgment, it is ~~advisable and~~ in the best interest of district students and the community. ***The issuance of debt through the CFD shall be consistent with law and the district's debt management policy.***

(cf. 7110 - Facilities Master Plan)
(cf. 7111 - Evaluating Existing Buildings)
(cf. 7210 - Facilities Financing)
(cf. 7211 - Developer Fees)
(cf. 7213 - School Facilities Improvement Districts)

Proceedings to establish a CFD may be instituted at the Board's discretion. In addition, such proceedings shall be instituted when a written request to establish a CFD has been filed by any two Board members, or a petition has been submitted by at least 10 percent of registered voters residing within the territory of the proposed CFD or by the owners of at least 10 percent of the area of land to be included within the proposed CFD. (Government Code 53318)

Prior to ***initiating proceedings to form a CFD,*** ~~forming a community facilities district~~, the Board shall consider and adopt local goals and policies that include the following elements: (Government Code 53312.7)

1. The priority that various facilities shall have for financing through the ***Mello-Roos Community Facilities Act,*** ~~community facilities district~~, including public facilities to be owned and operated by other public agencies and services to be provided by other public agencies

2. The credit quality to be required of bond issues and criteria to be used in evaluating the credit quality

3. Steps by which prospective property purchasers will be fully informed about their related taxpaying obligations

4. Criteria for evaluating the equity of tax allocation formulas, including desirable and maximum amounts of special tax to be levied against any parcel

5. Definitions, standards, and assumptions to be used in appraisals required by Government Code 53345.8

6. To the extent authorized by law, priority for students residing within the CFD to attend schools financed in whole or in part by the CFD, in a manner that reflects the proportion of each school's financing provided through the CFD

(cf. 5116 - School Attendance Boundaries)

Within 45 days of receiving a written request or petition to establish a CFD, the Board shall determine a fee to be paid by the requesters or petitioners which shall be sufficient to compensate the district for the costs incurred in conducting proceedings to create the CFD. Proceedings for establishing the CFD shall only be initiated after payment of the fee. (Government Code 53318)

Upon Board action to form a CFD, or within 90 days after the receipt of a petition or request to form a CFD and the payment of any applicable fee, the Board shall adopt a resolution of intention and conduct a hearing in accordance with law. The resolution shall fix the time and place for holding a public hearing on the establishment of the CFD, which shall be within 30-60 days after the adoption of the resolution. Notice of the hearing shall be given by publishing the text or a summary of the resolution of intention once, in a newspaper of general circulation published in the area of the proposed CFD, at least seven days before the hearing, and shall include other requirements specified in Government Code 53322. Notice of the hearing may also be sent by first-class mail to each registered voter and to each landowner within the proposed CFD. (Government Code 53320, 53321, 53322, 53322.4)

If, after the hearing, the Board decides to establish a CFD, the Board shall adopt a resolution of formation in accordance with law. (Government Code 53325, 53325.1)

If a special tax is proposed to be levied in the CFD, the Board shall submit the resolution of formation and other information specified in Government Code 53326 to the elections official within three business days after the adoption of the resolution of formation, and the question of levying the special tax shall be submitted to the qualified electors of the proposed CFD in accordance with law. (Government Code 53326)

Upon approval by two-thirds of the voters in the proposed CFD, the tax may be levied in accordance with Government Code 53340. (Government Code 53328)

Whenever the Board deems it necessary for the CFD to incur a bonded indebtedness, it shall follow the procedures specified in Government Code 53345-53365.7, as applicable.

The proceeds of any bonds, notes, or other securities issued pursuant to the Mello-Roos Community Facilities Act shall be deposited or invested in accordance with Government Code 53356.03.

The Superintendent or designee shall, within seven months after the last day of each fiscal year, prominently display the following reports on the district's web site: (Government Code 53343.2)

1. ***A copy of an annual report for that fiscal year, if requested pursuant to Government Code 53343.1***

2. ***A copy of the report provided to the California Debt and Investment Advisory Commission pursuant to Government Code 53359.5***

3. A copy of the report provided to the State Controller's Office pursuant to Government Code 12463.2

(cf. 3460 - Financial Reports and Accountability)

Legal Reference:

EDUCATION CODE
15300-15425 School facilities improvement districts
17060-17066 Joint venture school facilities construction projects
GOVERNMENT CODE
6061 One time notice
12463.2 Reports
17556 Payment of costs mandated by the state
53311-53368.3 Mello-Roos Community Facilities Act of 1982
53753 Assessment notice and hearing requirements
53753.5 Exemptions
54954.1 Mailed notice to property owners
54954.6 New or increased tax or assessment; public meetings and hearings; notice
65970-65981 School facilities development project
65995 Levies against development projects
CODE OF REGULATIONS, TITLE 2
1859-1859.106 School facility program

Management Resources:

CSBA PUBLICATIONS
Bond Sales - Questions and Considerations for Districts, 2012
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California Office of Public School Construction: http://www.opsc.dgs.ca.gov
Coalition for Adequate School Housing: http://www.cashnet.org

~~The Board may initiate the proceedings to establish a community facilities district. In addition, the Board shall initiate such proceedings when any two Board members have filed a written request or a specified percentage of voters or landowners have filed a petition requesting such a district be formed. (Government Code 53317)~~

~~Upon Board action to form a community facilities district or receipt of a petition or request, the Board shall adopt a resolution of intention and conduct a hearing in accordance with law. The resolution shall fix the time and place for holding a public hearing on the establishment of the community facilities district which shall be within 30-60 days after the adoption of the resolution.~~

~~Notice of the hearing shall be given by publishing a copy of the resolution of intention in a newspaper of general circulation pursuant to Government Code 6061, starting at least seven days before the hearing, and shall include the requirements specified in Government Code 53322 and 53322.4. (Government Code 53321, 53322, 53322.4)~~

~~If, after the hearing, the Board determines to establish a community facilities district, the Board shall adopt a resolution of formation in accordance with law. (Government Code 53325, 53325.1)~~

~~Upon approval by two-thirds of the voters in the proposed community facilities district, the tax may be levied. The proceeds of any bonds, notes, or other securities issued pursuant to the Mello-Roos Community Facilities Act shall be deposited or invested in accordance with~~

~~Government Code 53356.03.~~

~~*Legal Reference:*~~
~~*EDUCATION CODE*~~
~~*15300-15425 School facilities improvement districts*~~
~~*17060-17066 Joint venture school facilities construction projects*~~
~~*GOVERNMENT CODE*~~
~~*6061 One time notice*~~
~~*53311-53368.3 Mello-Roos Community Facilities Act of 1982*~~
~~*53753 Assessment notice and hearing requirements*~~
~~*53753.5 Exemptions*~~
~~*54954.1 Mailed notice to property owners*~~
~~*54954.6 New or increased tax or assessment; public meetings and hearings; notice*~~
~~*65970-65981 School facilities development project*~~
~~*65995 Levies against development projects*~~
~~*CODE OF REGULATIONS, TITLE 2*~~
~~*1859-1859.106 School facility program*~~

~~*Management Resources:*~~
~~*CSBA PUBLICATIONS*~~
~~*Maximizing School Board Governance: School Facilities Management, 2006*~~
~~*WEB SITES*~~
~~*CSBA: http://www.csba.org*~~
~~*California Department of Education: http://www.cde.ca.gov*~~
~~*California Office of Public School Construction: http://www.opsc.dgs.ca.gov*~~
~~*Coalition for Adequate School Housing: http://wwww.cashnet.org*~~

Policy: 7212 **CABRILLO UNIFIED SCHOOL DISTRICT**
Adopted: December 11, 2008 **Half Moon Bay, California**
Revised: