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Meeting Packet

Governing Board Meeting Agenda

Governing Board Meeting Agenda

CABRILLO UNIFIED SCHOOL DISTRICT

District Office Board Room
498 Kelly Avenue, Half Moon Bay, CA 94109
January 17, 2019 7:00 PM
(Closed Session 6:00 PM)

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

2. ROLL CALL / QUORUM

___ Ms. Sophia Layne, President
___ Ms. Kimberly Hines, Vice President
___ Ms. Lizet Cortes, Clerk to the Governing Board
___ Ms. Mary Beth Alexander, Member
___ Ms. Freya McCamant, 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. Conference with Legal Counsel – Anticipate Litigation (Government code §54956.9).

   Conference regarding anticipated litigation pursuant to Subdivision (b) of Section §54956.9.

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

e. Conference Regarding Labor Negotiations with District-Designated Representatives Dannis/Wolliver/Kelley, Jane Yuster (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

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 Audit Report for Year Ending June 30, 2018

11.a Board Memo Audit Report Year Ending 2018-06-30.pdf (p. 8)

11.a.1 Audit Slide Presentation C&ALLP.pdf (p. 9)

b. Receive Report on School Plan for Student Achievement for High School Sites

11.b School Plan for Student Achievement High Schools.pdf (p. 13)

11.b.1 School Plan for Student Achievement High Schools Slide Presentation.pdf (p. 15)

12. DISCUSSION ITEMS

a. None

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 Field Trip for Cunha Intermediate School Girls Basketball Team to Lodi, California, January 26 - 27, 2019

14.a Board Memo CU Basketball Girls Lodi CA 2019.pdf (p. 23)

b. Approve Annual Field Trip for 8th Grade Social Studies Class to Washington, DC, February 17 - 21, 2019

14.b Board Memo CU Field Trip WADC 2019.pdf (p. 24)

c. Approve Field Trip for Half Moon Bay High School Future Farmers of America to Anaheim, California, April 24 - 29, 2019

14.c Board Memo HMBHS FFA Field Trip Anaheim CA 2019.pdf (p. 26)

d. Approve Certificated Personnel Report

14.d Board Memo Certificated Personnel Report.pdf (p. 27)

e. Approve Classified Personnel Report

14.e Board Memo Classified Personnel Report.pdf (p. 28)

14.e.1 Nonbargaining Rates.pdf (p. 30)

f. Approve Donations to Cabrillo Unified School District

14.f Board Memo Donations.pdf (p. 31)

g. Accept Enrollment Report for the Fourth Month of the 2018-2019 School Year

14.g Board Memo Enrollment Report.pdf (p. 33)

14.g.1 Period 4 Enrollment Report.pdf (p. 34)

h. Approve Williams Uniform Complaint Report

14.h Board Memo Williams Report.pdf (p. 35)

14.h.1 2018-19_Williams_UCP_Q2_Report.pdf (p. 36)

i. Approve and Adopt Minutes of December 13, 2018, Regular Governing Board Meeting

14.i Board Memo Board Minutes.pdf (p. 37)

14.i.1 Board Minutes 2018-12-13.pdf (p. 38)

15. ACTION ITEMS

a. Approve School Plan for Student Achievement for High School Sites

15.a Board Memo School Plan for Student Achievement High Schools Approval.pdf (p. 48)

15.a.1 School_Plan_for_Student_Achievement_Half_Moon_Bay_High_School_2018.pdf (p. 50)

15.a.2 School_Plan_for_Student_Achievement_Pilarcitos_High_School.pdf (p. 115)

b. Approve Audit Report for Year Ending June 30, 2018

15.b Board Memo Approve Audit Report Year Ending 2018-06-30.pdf (p. 181)

15.b.1 CUSD Annual Financial Audit Report C&ALLP Final.pdf (p. 182)

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 Board Memo Updated Policies.pdf (p. 270)

15.c.1 Policy Guidesheet.pdf (p. 272)

15.c.2 BP 3514 Environmental Safety.pdf (p. 273)

15.c.3 AR 3514 Environmental Safety.pdf (p. 280)

15.c.4 BP 4114 Transfers.pdf (p. 287)

15.c.5 BP 5141.6 School Health Services.pdf (p. 289)

15.c.6 BP 5144.1 Suspension and Expulsion-Due Process.pdf (p. 295)

15.c.7 BP 6164.6 Identification And Education Under Section 504.pdf (p. 301)

16. FUTURE BOARD AGENDA ITEMS

a. 2019 Science Fair Finalists Recognition

b. Receive Report on Local Control Accountability Plan Goal 1 and 2 Update

c. Receive Report on School Plan for Student Achievement for Cunha Intermediate School

d. Discuss Construction Update Report

e. Approve School Plan for Student Achievement for Cunha Intermediate School

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

17. FUTURE EVENTS/DATES/REQUESTS

a. January 17 - Scripps School Spelling Bee, Kings Mountain Elementary School

b. January 23 - Two-Way Spanish/English Immersion Program New Applicant Mandatory Meeting, Hatch Elementary School, Room A8, 6:30 PM

c. January 22 - 2019-20 New Student Registration Begins

d. January 25 - Special Olympics Basketball, Half Moon Bay High School, Gym, 8:00-12:00 PM

e. January 28 - Hatch HEAL Program Graduation, Hatch Elementary School, Multi-Purpose Room, 6:00 PM

f. January 28 - College Bound Student Athlete/Parent Meeting, Half Moon Bay High School, Library, 6:00 PM

g. January 29 - 8th Grade Parent Night, Half Moon Bay High School, Library, 6:00 PM

h. January 30 - Whole School Spirit Assembly, Half Moon Bay High School, Gym 10:15-11:15 AM

i. February 1 - Sibling Open Enrollment Lottery, 9:00 AM, District Office

j. February 5 - Big Lift Collaborative Meeting, District Office Board Room, 3:00 PM

k. February 5 - Chamber Education Committee Meeting, District Office Board Room, 4:00 PM

l. February 9 - HMBHS Sports Hall of Fame Induction Ceremony - Oceano Hotel and Spa, Cocktail Hour 5:00 PM, Dinner 6:00 PM, Awards Ceremony 7:00 PM

m. February 13 - Regular Governing Board Meeting, District Office Board Room, 7:00 PM

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: January 17, 2019

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

BOARD AGENDA NUMBER: 11.a

BOARD AGENDA ITEM: Receive Audit Report for Year Ending June 30, 2018

DEPARTMENT: Business Department

CONTACT PERSON: Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

Education Code Section 41020 requires that each district provide an audit of the accounts and funds of the district in each fiscal year and to accept the audit report no later than January 31st. For fiscal year ending June 30, 2018, the firm of Chavan & Associates, LLP conducted an audit of the district's funds, accounts, and operations.

REPORT/PROPOSAL:

The independent audit was conducted in accordance with Government Auditing Standards. No material findings were discovered. Audit results revealed: No Exceptions in Audit Opinion; No Material Weaknesses; No Disagreements with Management; and No Significant Passed on Adjustments.

FINANCIAL IMPACT:

There is no financial impact to the district.

RECOMMENDATION:

Receive audit report for year ending June 30, 2018.

Cabrillo Unified School District

June 30, 2018 Audit Results

Chavan & Associates, LLP
Certified Public Accountants

General Audit

- Standards
  - AICPA's Statements on Auditing Standards
  - GAO / GAGAS
  - EAAP Audit Guide
  - Single Audit



Pensions

CalPERS	2018	2017	2016	2015
District's Proportion of Net Pension Liability	0.04294%	0.04121%	0.03972%	0.04170%
District's Proportionate Share of Net Pension Liability	$ 10,250,911	$ 8,139,553	$ 5,855,010	$ 4,733,965
District's Covered Employee Payroll	$ 5,476,015	$ 5,466,427	$ 4,604,800	$ 4,379,400
District's Proportionate Share of NPL as a % of Covered Employee Payroll	**187.20%**	**148.90%**	**127.15%**	**108.10%**
Plan's Fiduciary Net Position as a % of the TPL	**71.87%**	**73.90%**	**79.43%**	**83.38%**

STRS	2018	2017	2016	2015
District's Proportion of Net Pension Liability	0.02700%	0.02559%	0.02490%	0.02800%
District's Proportionate Share of Net Pension Liability	$ 24,969,330	$ 20,695,361	$ 16,763,831	$ 16,362,360
District's Covered Employee Payroll	$ 14,314,785	$ 14,299,963	$ 13,428,356	$ 12,630,436
District's Proportionate Share of NPL as a % of Covered Employee Payroll	**174.43%**	**144.72%**	**124.84%**	**129.55%**
Plan's Fiduciary Net Position as a % of the TPL	**69.46%**	**70.04%**	**74.02%**	**76.52%**

Pensions

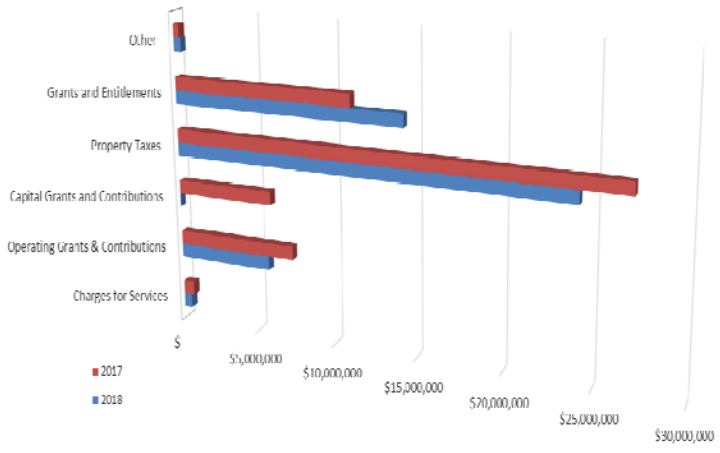
CalPERS	2018	2017	2016	2015
Contractually Required Contributions (Actuarially Determined)	$ 905,457	$ 760,509	$ 647,624	$ 542,031
Contributions in Relation to Actuarially Determined Contributions	905,457	760,509	647,624	542,031
Contribution Deficiency (Excess)	$ -	$ -	$ -	$ -
Covered Employee Payroll	**$ 5,829,998**	**$ 5,476,015**	**$ 5,466,427**	**$ 4,604,800**
Contributions as a Percentage of Covered Payroll	**15.53%**	**13.89%**	**11.85%**	**11.77%**

STRS	2018	2017	2016	2015
Contractually Required Contributions (Actuarially Determined)	$ 2,158,869	$ 1,800,800	$ 1,534,386	$ 1,192,438
Contributions in Relation to Actuarially Determined Contributions	2,158,869	1,800,800	1,534,386	1,192,438
Contribution Deficiency (Excess)	$ -	$ -	$ -	$ -
Covered Employee Payroll	**$14,960,977**	**$14,314,785**	**$14,299,963**	**$13,428,356**
Contributions as a Percentage of Covered Payroll	**14.43%**	**12.58%**	**10.73%**	**8.88%**

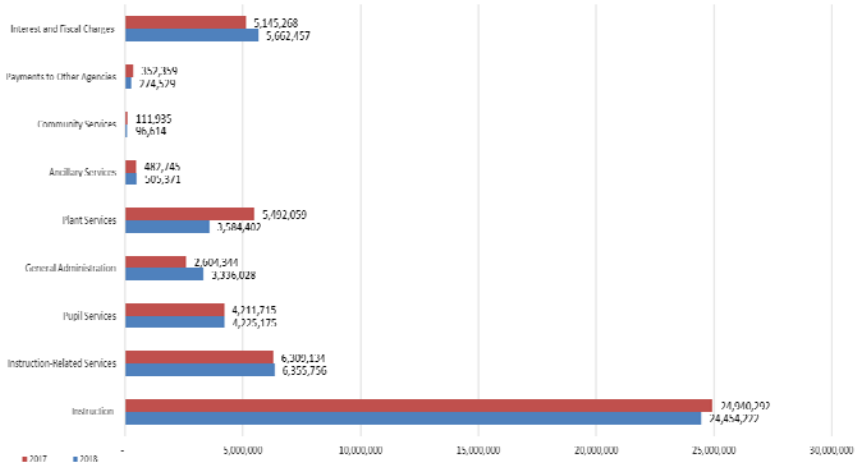
Statement of Net Position

Table 1 - Summary of Net Position				
	2018	2017	Increase (Decrease)	Percent
Assets				
Current Assets	$ 24,396,610	$ 41,744,552	$ (17,347,942)	-41.6%
Capital Assets	90,772,827	79,448,370	11,324,457	14.3%
Total Assets	$ 115,169,437	$ 121,192,922	$ (6,023,485)	-5.0%
Deferred Outflows of Resources	$ 10,528,920	$ 9,968,968	$ 559,952	5.6%
Liabilities				
Current and Other Liabilities	4,755,229	6,010,818	(1,255,589)	-20.9%
Long-Term Liabilities	96,447,364	92,578,286	3,869,078	4.2%
Total Liabilities	$ 101,202,593	$ 98,589,104	$ 2,613,489	2.7%
Deferred Inflows of Resources	$ 1,922,425	$ 6,676,960	$ (4,754,535)	-71.2%
Net Position				
Net Investment in Capital Assets	39,334,871	39,512,177	(177,306)	-0.4%
Restricted	8,063,291	8,620,753	(557,462)	-6.5%
Unrestricted	(24,824,823)	(22,237,104)	(2,587,719)	11.6%
Total Net Position	$ 22,573,339	$ 25,895,826	$ (3,322,487)	-12.8%

Government Wide Revenue



Government Wide Expenses



Audit Results

- **No Exceptions in Audit Opinions**
- **No Material Weaknesses**
- **No Disagreements with Management**
- **No Significant Passed on Adjustments**



CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: January 17, 2019

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

BOARD AGENDA NUMBER: 11.b

BOARD AGENDA ITEM: Receive Report on School Plan for Student Achievement for High School Sites

DEPARTMENT: Curriculum and Instruction

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

BACKGROUND INFORMATION:

The School Plan for Student Achievement (SPSA) consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the "Every Student Succeeds Act" (ESSA). The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

The SPSA's purpose is:

- to increase the overall effectiveness of the school program
- to maximize the resources available to the school
- to minimize duplication of effort
- to increase student achievement
- to maximize the impact of federal investments in support of underserved students
- to innovate with federally-funded programs
- to align with the LEA's goals under the state's Local Control Funding Formula (LCFF)
- to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning
- to support a continuous cycle of action, reflection, and improvement

REPORT/PROPOSAL:

Each school and their School Site Councils have engaged in the cycle of continuous improvement to develop their School Plan for Student Achievement. Principals will present their goals and a few highlights of the strategies each site is implementing.

FINANCIAL IMPACT:

The financial impact is included in the budget.

RECOMMENDATION:

Receive report on School Plan for Student Achievement for high school sites.

Cabrillo Unified School District

School Plan for Student Achievement

School Board Presentation
January 17, 2019

Joy Dardenelle
Assistant Superintendent, Curriculum and Instruction
Irene Preciado
Director of Categorical Programs

Cabrillo Unified School District

What is a School Plan For Student Achievement?

A School Plan for Student Achievement (known by the acronym SPSA) identifies and addresses the instructional needs of students and specifies how categorical funds provided through the Consolidated Application will be used to accomplish the goals outlined in the plan.

Cabrillo Unified School District

Local Control Accountability Plan

Goal 1: All students shall have the necessary academic skills so they are college and career ready with a particular focus on literacy and reclassification of English learner students.

Goal 2: Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready.

Goal 3: Implement a stakeholder communication plan to support parental involvement.

Goal 4: Create a positive school climate where students feel safe and supported.

Cabrillo Unified School District

Involvement from all Stakeholders

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Plan for Student Achievement and the budget process.

School Site Council
- Classified
- Certificated – classroom teachers
- Parents/Community Members
- Students (secondary)

English Learner Advisory Committee
- English Learner Parents

Cabrillo Unified School District

Data Analysis

CA School Dashboard

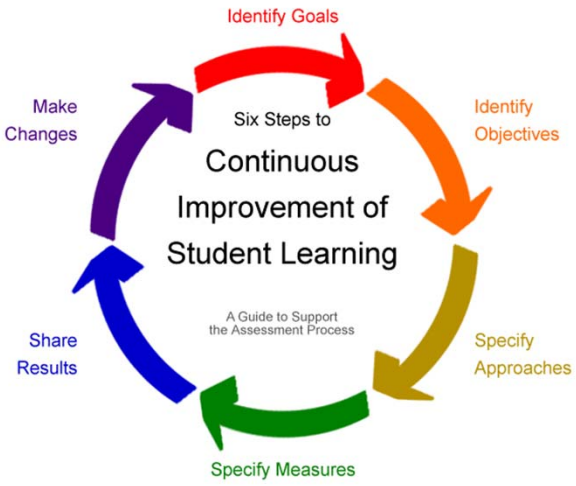
- English Language Arts/ Literacy
- Mathematics
- English Learner Progress
- Chronic Absenteeism
- Graduation Rate
- Suspension Rate
- College/Career Readiness

District/School Data

- Panorama Survey
- Attendance Rate
- School Climate
- Reclassification Rate

Cabrillo Unified School District

Cycle of Continuous Improvement



HALF MOON BAY
HIGH SCHOOL



Goal 1: By June 2019: Increase the overall academic success of all students.

- UC/CSU Eligibility will increase by 1%
- ELA Proficiency Rates will increase by 1%
- English Learner Reclassification rate to Fluent English Proficient will be above 10%

- Professional Development supporting the Common Core State Standards for Common Core Specialists to be support students who are at risk.
- Planning presentations to 9th - 11th grade students in Fall of 2019 on the importance of A - G eligibility.

HMBHS

HALF MOON BAY
HIGH SCHOOL



Goal 2: Increase the number of students enrolled in AVID, AP and Advanced courses by 1%. Increase access to technology devices (Chromebooks) to 100% of students.

- Support AVID student visits to colleges and universities and give opportunities for all students for college visits, as we look to continue to support the college going culture and awareness on our campus, and to support our students who are at risk of failing.
- Each student will be issued a Chromebook to keep and to use at both school and home.

HMBHS

HALF MOON BAY
HIGH SCHOOL



Goal 3: By September 2019, have in place an integrated communications system to inform parents, staff, and students of critical information, including emergencies. Increase consistent information to our local media, and research and consider integrating our social media presence.

- Work closely with District Officials to review and adopt an integrated communication system.
- Train administrators and other key personnel in the use of the integrated communication system.

HALF MOON BAY
HIGH SCHOOL



Goal 4: Increase the number of services available to students, including Social/Emotional Health Services, student positive behavior education, and continue Positive Behavioral Interventions and Supports to support a positive climate on our campus.

- Continue to expand student social/emotional and mental health services and accessibility, as well as positive behavior education and support.
- Continue with the monthly meetings of the Health and Wellness Committee to focus on student well being.

Pilarcitos High School & Alternative Education
Respectful | Compassionate | Responsible





Goal 1: Increase the English Learner (EL) graduation rate by 5% and maintain at least a 75% graduation rate for English Only (EO) students.

- Research designated ELD curriculum options. Decide on curriculum to pilot.
- Teachers will receive nine-hour long professional learning sessions in designated and integrated ELD from Director of Categorical Programs during collaboration time.

Pilarcitos High School & Alternative Education
Respectful | Compassionate | Responsible





Goal 2: Develop student awareness of, and increase exposure to, career opportunities and college readiness as measured by Panorama Survey.

- Schedule four college field trips focused on college readiness including entrance requirements, orientation, registration and admission.
- Schedule four guest speakers featuring career opportunities of high interest for students.

Pilarcitos High School & Alternative Education
Respectful | Compassionate | Responsible





Goal 3: Increase parent attendance to events measured by participation records and family engagement as measured by the Panorama Family Survey.

- Create a Family Support Group where families, school and district staff meet three times a year.
- Review, select and implement a Panorama Parent Survey strategy recommended to increase favorable responses within the topics of Barriers to Engagement and/or Family Engagement.

Pilarcitos High School & Alternative Education
Respectful | Compassionate | Responsible





Goal 4: Support safety and a positive school climate as measured by the Panorama Student Survey.

- Positive Behavioral Interventions and Supports (PBIS) Consultant.
- Two Professional Development sessions will be dedicated to Restorative Justice implementation.

Cabrillo Unified School District

Thank you!

Are there any questions for any of the presenters?

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: January 17, 2019

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

BOARD AGENDA NUMBER: 14.a

BOARD AGENDA ITEM: Approve Field Trip for Cunha Intermediate School Girls Basketball Team to Lodi, California, January 26 - 27, 2019

DEPARTMENT: Pupil Services

CONTACT PERSON: Dr. Holly Wade, Assistant Superintendent, Education Support Services
Jason Owens, Director of Personnel and Pupil Services

BACKGROUND INFORMATION:

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

REPORT/PROPOSAL:

Rick Campbell, Cunha Intermediate teacher and coach of the Girls Basketball Team, is requesting that the Governing Board approve a field trip to Lodi, California on January 26 - 27, 2019 to participate in the Girls Basketball Tournament. There will be approximately 10 students, and they will be chaperoned by one certificated staff member and 10 additional adults. The students, teacher/coach and chaperones will travel from Half Moon Bay to Lodi, California, by private transportation. The travel party will be staying at the Best Western Station House Inn, 6411 W Banner Rd., Lodi, CA 95242, (209) 925-4159.

FINANCIAL IMPACT:

There is no financial impact on the district for this trip. The trip is paid for by the fundraising efforts of Cunha parents.

RECOMMENDATION:

Approve field trip for Cunha Intermediate School Girls Basketball Team to Lodi, California, January 26 - 27, 2019.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: January 17, 2019

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

BOARD AGENDA NUMBER: 14.b

BOARD AGENDA ITEM: Approve Annual Field Trip for 8th Grade Social Studies Class to Washington, D.C., February 17 - 21, 2019

DEPARTMENT: Pupil Services

CONTACT PERSON: Dr. Holly Wade, Assistant Superintendent, Education Support Services
Jason Owens, Director of Personnel and Pupil Services

BACKGROUND INFORMATION:

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

REPORT/PROPOSAL:

Tom Cox, Cunha Intermediate School Social Studies teacher, is requesting that the Governing Board approve a field trip for 8th grade social studies classes to Washington, D.C. during Presidents Week scheduled for February 17 - 21, 2019. Invitations to participate in the Washington trip were extended to all Social Studies classes. Students will participate in an active schedule that includes sightseeing and social events geared especially to their age group. This year, approximately 100 students will be participating. There will be eight certificated staff members and five additional adults chaperoning. Accommodations will be at the Westin Arlington Gateway, 801 N. Glere Road, Arlington, VA 22203, phone number (703) 717-6200. Quality Tours is located at 478 L'Enfant Plaza SW, Washington, D.C., 20024, phone number (703) 339-0333.

Quality Tours of will coordinate and supervise the 8th grade social studies trip to Washington, DC. Quality Tours also provides liability coverage. Accident, illness, and accident-related dental insurance coverages are provided for all participants up to $25,000.

FINANCIAL IMPACT:

There is no financial impact on the district for this trip. The trip is funded by the parents. Scholarships are available for students in need of financial assistance.

RECOMMENDATION:

Approve annual field trip for 8th Grade Social Studies Class to Washington, D.C., February 17 - 21, 2019.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: January 17, 2019

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

BOARD AGENDA NUMBER: 14.c

BOARD AGENDA ITEM: Approve Field Trip for Half Moon Bay High School Future Farmers of America to Anaheim, California, April 24 - 29, 2019

DEPARTMENT: Pupil Services

CONTACT PERSON: Dr. Holly Wade, Assistant Superintendent, Education Support Services
Jason Owens, Director of Personnel and Pupil Services

BACKGROUND INFORMATION:

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

REPORT/PROPOSAL:

John Nazar, Principal of Half Moon Bay High School, is requesting that the Governing Board approve a field trip to Anaheim, California, on April 24 - 29, 2019. FFA students will participate in the FFA Officer's Leadership Training. There will be approximately 18 students, and they will be chaperoned by one certificated staff member and two additional adults. The group will travel from Half Moon Bay to Anaheim, California, by private transportation. The travel party will be staying at the Hyatt House, 1800 S. Harbor Boulevard, Anaheim, CA 92802 (800) 362-2779.

FINANCIAL IMPACT:

There is no financial impact on the district for this trip. This trip is funded by the Career Technical Education Incentive Grant.

RECOMMENDATION:

Approve field trip for Half Moon Bay High School Future Farmers of America to Anaheim, California, April 24 - 29, 2019.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: January 17, 2019

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

BOARD AGENDA NUMBER: 14.d

BOARD AGENDA ITEM: Approve Certificated Personnel Report

DEPARTMENT: Personnel

CONTACT PERSON: Dr. Holly Wade, Assistant Superintendent, Education Support Services
Jason Owens, Director of Personnel and Pupil Services

BACKGROUND INFORMATION:

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

1. **OFFER OF EMPLOYMENT FOR 2018-2019**
   Patrick Morris, Language Arts teacher, Cunha Intermediate School, effective November 17, 2018.
2. **RESIGNATION**
   Diane Centoni, Agriculture teacher, Half Moon Bay High School, effective January 7, 2019.
   Seth Feldman, Principal, Cunha Intermediate School, effective December 31, 2018.

FINANCIAL IMPACT:

Financial impact is included in the budget.

RECOMMENDATION:

Approve Certificated Personnel report.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: January 17, 2019

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

BOARD AGENDA NUMBER: 14.e

BOARD AGENDA ITEM: Approve Classified Personnel Report

DEPARTMENT: Personnel

CONTACT PERSON: Dr. Holly Wade, Assistant Superintendent, Education Support Services
Jason Owens, Director of Personnel and Pupil Services

BACKGROUND INFORMATION:

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

1. OFFER OF EMPLOYMENT FOR CLASSIFIED ADMINISTRATION

Peter Maslo, Director of Facilities Management, Planning and Construction, District Office, effective January 3, 2019.

2. PROMOTION

Alfonso Arellano, Maintenance Custodian, Maintenance Department, formerly Custodian II, Maintenance Department, effective November 28, 2018.

Dante Campagna, Custodial Coordinator, Maintenance Department, formerly Lead Custodian, Maintenance Department, effective November 9, 2018.

3. OFFER OF EMPLOYMENT FOR 2018-2019

Isilda Freitas, Paraprofessional Special Education II, Cunha Intermediate School, effective January 8, 2019.

Katheryn Vaz, Paraprofessional Special Education II, El Granada Elementary School, effective December 19, 2018.

Michelle Whalen, Paraprofessional Special Education II, El Granada Elementary School, effective November 29, 2018. Promoted to Behavior Aide, Special Education Dept., Assigned to El Granada Elementary School, effective December 17, 2018.

4. RESIGNATION

Rebecca Ogden, Paraprofessional Special Education II, El Granada Elementary School, effective December 21, 2018.

5. NON-BARGAINING UNIT EMPLOYEE SALARY INCREASE EFFECTIVE JANUARY 1, 2019 (MIMINUM WAGE INCREASE)

Job Title	***Previous***	***Effective January 1, 2019***
Adult Education Child Care Aide	$11.00 an hour	$12.00 an hour
Student Worker	$11.00 an hour	$12.00 an hour
Workability Student Workers	$11.00 an hour	$12.00 an hour
Summer School Maintenance Helper	$11.00 an hour	$12.00 an hour
Student Homework Club Workers	$11.00 an hour	$12.00 an hour
Student Tutors (SLS)	$11.00 an hour	$12.00 an hour
AVID Aide	$11.00 an hour	$12.00 an hour

FINANCIAL IMPACT:

Financial impact is included in the budget.

RECOMMENDATION:

Approve Classified Personnel report.

Cabrillo Unified School District

NON-BARGAINING UNIT EMPLOYEES

2018-2019

EFFECTIVE 8/24/2007	
Translator	$19.99 an hour
EFFECTIVE 10/12/2018	
Adult Education Child Care Aide	$12.00 an hour*
Adult Education Child Care Worker	$13.00 - $15.00 an hour
Adult Education Tutor Aide (SLS)	$13.22 an hour
Adult Education Accompanist	$16.17 an hour
Adult Education Teacher/Proctors	$32.59 an hour
Adult Credentialed Teacher Tutors (SLS)	$32.59 an hour
EFFECTIVE 11/14/2014 (Board approved 11/13/2014)	
Regular Substitute Teacher	$135.00 a day
Regular Substitute Teacher	$160.00 a day after the 10th consecutive day
Substitute Teacher Long-Term Assignment (min. 10 consecutive days)	$160.00 a day
CUSD Retired Substitute Teacher	$160.00 a day
CUSD Retired Substitute Teacher Long-Term Assignment (min. 10 consecutive days)	$185.00 a day
EFFECTIVE 5/11/2018	
Nurse Substitute	$35.00 - $38.00 an hour
EFFECTIVE 4/20/2018	
Student Worker	$12.00 an hour*
Workability Student Worker	$12.00 an hour*
Summer School Maintenance Helpers	$12.00 an hour*
Summer School Teacher- Elementary	$35.00 an hour
Summer School Teacher- Middle/High School	$35.00 an hour
Student Homework Club Tutors	$12.00 an hour*
Student Tutors (SLS)	$12.00 an hour*
Adult Credentialed Teacher Tutors (SLS)	$32.59 an hour
Dolphin Club Lead After School Tutor	$18.00 an hour
Dolphin Club After School Tutor	$12.00 an hour
AVID Aide	$12.00 an hour*
Extended Academic Center Teacher	$32.59 an hour
Extended Academic Center Tutor	$18.00 an hour
After School Kindergarten Enrichment Specialist	$32.59 an hour
After School Kindergarten Enrichment Tutor	$18.00 an hour
EFFECTIVE 1/18/2018 (Board approved 01/17/2008)	
Noon Yard Duty Supervisor	$12.75 an hour*
EFFECTIVE 08/22/2016	
CELDT Teachers	$32.59 an hour
Detention Supervisor (Teacher)	$32.59 an hour
Home Hospital Teacher	$32.59 an hour
In-Home Specialized Academic Instruction Teacher	$32.59 an hour

* Will adjust to current state minimum wage rate

Revised 12/18/2018

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: January 17, 2019

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

BOARD AGENDA NUMBER: 14.f

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.

SPECIAL EDUCATION DEPARTMENT	**$2,250**
Claudia M. Berz, Andrew J. Berz	**$2,250**
HALF MOON BAY HIGH SCHOOL	**$1,675**
Spring Musical	
Jodi Parson Dufrane	**$150**
Kim P.S. Zaidan	**$150**
John H. Booher, Kimberly Dempsey Booher	**$150**
Roberto Ourique, Paula Ourique	**$150**
Michael S. Glosecki, Tracy L. Glosecki	**$150**
William F. Urban III, Jenny Urban	**$150**
Raymon M. Cooke, Electra H. Field	**$175**
Christopher T. Kammeyer, Laura Leber Kammeyer	**$250**
Catherine K. Katzenberger	**$150**
Coastside Running Club Scholarship	
Rebekah A. Isenberg, Alan Ross Reynolds	**$200**

FINANCIAL IMPACT:

There is no financial impact to the District.

RECOMMENDATION:

Approve donations to Cabrillo Unified School District.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: January 17, 2019

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

BOARD AGENDA NUMBER: 14.g

BOARD AGENDA ITEM: Accept Enrollment Report for the Fourth Month 2018-2019 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 fourth month of the 2018-2019 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 fourth month of the 2018-2019 school year.

CABRILLO UNIFIED SCHOOL DISTRICT
2018-2019 SCHOOL YEAR
ENROLLMENT REPORT

School Month No. **4** **Date:** **12/7/2018**

Grade	El Granada	Farallone View	Hatch	Kings Mountain	Cunha	Half Moon Bay High	Pilarcitos	Home & Independent Study	TOTALS
TK	10	10	11	0	-	-	-	0	31
K	61	52	81	5	-	-	-	0	199
1	71	55	75	13	-	-	-	0	214
2	51	49	93	8	-	-	-	0	201
3	51	49	100	12	-	-	-	0	212
4	66	45	97	11	-	-	-	0	219
5	77	48	110	9	-	-	-	0	244
6	-	-	-	-	224	-	-	0	224
7	-	-	-	-	258	-	-	0	258
8	-	-	-	-	262	-	-	0	262
9	-	-	-	-	-	273	0	1	274
10	-	-	-	-	-	245	2	1	248
11	-	-	-	-	-	247	11	3	261
12	-	-	-	-	-	206	30	8	244
Total Regular Enrollment	387	308	567	58	744	971	43	13	3091
SDC Student Enrollment	16	0	0	0	21	16	0	0	53
TOTAL ENROLLMENT	**403**	**308**	**567**	**58**	**765**	**987**	**43**	**13**	**3144**
Total Enrollment as of 12/15/17	403	318	588	71	795	977	27	26	3205
Difference between 12/15/17 Total Enrollment and 12/7/18 Total Enrollment	**0**	**-10**	**-21**	**-13**	**-30**	**10**	**16**	**-13**	**-61**
Total Enrollment as of 11/2/18	408	305	566	58	766	991	43	12	3149
Difference between 11/2/18 Total Enrollment and 12/7/18 Total Enrollment	**-5**	**3**	**1**	**0**	**-1**	**-4**	**0**	**1**	**-5**

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: January 17, 2019

☐ **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).

SAN MATEO COUNTY OFFICE OF EDUCATION
Excellence and Equity in Education

Quarterly Report on 2018-2019 *Williams* Uniform Complaints
[Education Code § 35186]

District: Cabrill Unified School District

Person completing this form: Rosibel Acosta Title: Admin. Assistant to the Superintendent

Quarterly Report:
(*check one*)

- ☐ **1st Quarter** – *7/1/2018 through 9/30/2018* – **DUE October 31, 2018**
- ☒ **2nd Quarter** – *10/1/2018 through 12/31/2018* – **DUE January 31, 2019**
- ☐ **3rd Quarter** – *1/1/2019 through 3/31/2019* – **DUE April 30, 2019**
- ☐ **4th Quarter** – *4/1/2019 through 6/30/2019* – **DUE July 31, 2019**

Date for information to be reported publicly at governing board meeting: 01/17/2019

Please check the box that applies:

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

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints. **Copies of the complaint and the district's written response will be sent to SMCOE.**

General Subject Area	Number of Complaints Received	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials and Textbooks	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Condition of Facilities	0	0	0
TOTAL	0	0	0

Jane Yuster
Print Name of District Superintendent

Signature of District Superintendent Date

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

Please submit to Christian Morales-Aponte via email cmaponte@smcoe.org or via fax (650) 802-5363.

101 Twin Dolphin Drive • Redwood City • CA • 94065-1064 • 650-802-5300 • www.smcoe.org

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: January 17, 2019

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

BOARD AGENDA NUMBER: 14.i

BOARD AGENDA ITEM: Approve and Adopt Minutes of December 13, 2018, 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 December 13, 2018, 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 December 13, 2018, regular Governing Board meeting.

Governing Board Meeting (Unadopted) Minutes

CABRILLO UNIFIED SCHOOL DISTRICT
District Office Board Room
498 Kelly Avenue, Half Moon Bay, CA 94109
December 13, 2018 7:00 PM
(Closed Session 6:00 PM)

Board Members Present:	Mr. Rob Pappalardo, President Ms. Sophia Layne, Vice President Ms. Kimberly Hines, Clerk to the Governing Board Dr. Kirk Riemer, Ph.D., Member Ms. Freya McCamant, Member Ms. Mary Beth Alexander, Member Elect
Board Member Absent:	Ms. Lizet Cortes, Member Elect
Administrators at the Table:	Ms. Jane Yuster, Superintendent Ms. Joy Dardenelle, Assistant Superintendent Dr. Holly Wade, Ph.D., Assistant Superintendent Ms. Crystal Leach, Chief Business Official
Student Board Representative:	Miss Lauren DuBose absent
Honored Guest:	Ms. Nancy Magee, County Superintendent of Schools, San Mateo County Office of Education

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

2. **ROLL CALL / QUORUM**

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

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

4. **RECESS TO CLOSED SESSION – 6:03 P.M.**

5. **RECONVENE OPEN SESSION – 7:02 P.M.**

6. **PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance was led by retiring Board Member Dr. Kirk Riemer.

7. **STUDENT / STAFF / COMMUNITY RECOGNITION**

Representative from Senator Jerry Hill's Office, Joan Dentler, Field Representative, and Representative from Assemblymember Marc Berman's Office, Ellen Kamei, District Director, came to honor outgoing Board Members Dr. Kirk Riemer, Rob Pappalardo, and retiree Ms. Patricia Serrano with a California Legislature Resolution.

8. **OATH OF OFFICE**

San Mateo County Superintendent of Schools, Ms. Nancy Magee, officiated the swearing in ceremony for newly elected Member Ms. Mary Beth Alexander.

President Rob Pappalardo called for a 10 minutes recess at 7:22 P.M.
Vice President Sophia Layne reconvened at 7:32 P.M.

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

Motion to approve the agenda as presented by Member Freya McCamant and seconded by Member Kimberly Hines.

(M-38) Passed 4-0 voting aye
Member Lizet Cortes absent

10. **GOVERNING BOARD REORGANIZATION**

Vice President Sophia Layne requested a motion to defer items #7 through 15 of agenda item 10.a to the January 2019 Board Meeting.

Motion to defer items #7 through 15 of agenda item 10.a to the January 2019 Board Meeting made by member Kimberly Hines and seconded by Member Mary Beth Alexander.

(M-39) Passed 4-0 voting aye
Member Lizet Cortes absent

a. Hold Elections to Determine Governing Board Officers and Designate Governing Board Representatives/Appointees for 2019

1. President – Sophia Layne

Motion to nominate Ms. Sophia Layne as President to the Governing Board for the 2019 school year was made by Member Freya McCamant and seconded by Member Mary Beth Alexander.

(M-40) Passed 4-0 voting aye

Roll Call:
Ms. Sophia Layne-aye
Ms. Kimberly Hines-aye
Member Lizet Cortes-absent
Ms. Mary Beth Alexander-aye
Ms. Freya McCamant-aye

2. Vice-President – Kimberly Hines

Motion to nominate Ms. Kimberly Hines as Vice-President to the Governing Board for the 2019 school year was made by Member Freya McCamant and seconded by Member Mary Beth Alexander.

(M-41) Passed 4-0 voting aye.
Roll Call:
Ms. Sophia Layne-aye
Ms. Kimberly Hines-aye
Member Lizet Cortes-absent
Ms. Mary Beth Alexander-aye
Ms. Freya McCamant-aye

3. Clerk to the Governing Board – Lizet Cortes

Motion to nominate Ms. Lizet Cortes as Clerk to the Governing Board for the 2019 school year was made by Member Freya McCamant and seconded by Member Kimberly Hines.

(M-42) Passed 4-0 voting aye.
Roll Call:
Ms. Sophia Layne-aye
Ms. Kimberly Hines-aye
Member Lizet Cortes-absent
Ms. Mary Beth Alexander-aye
Ms. Freya McCamant-aye

4. Appointed Secretary to the Governing Board – Jane Yuster

President Sophia Layne appointed Superintendent, Jane Yuster to act as Secretary of the Governing Board.

Motion to approve appointment of Superintendent, Ms. Jane Yuster as Secretary to the Governing Board was made by Member Kimberly Hines and seconded by Mary Beth Alexander.

(M-43) Passed 4-0 voting aye
Member Lizet Cortes absent

5. Authorize Signatories for the Governing Board President, Vice President, Clerk to the Governing Board, and Secretary to the Governing Board, Superintendent

Motion to approve the authorized Signatories for the Governing Board: President Sophia Layne, Vice President: Kimberly Hines, Clerk to the Governing Board: Lizet Cortes and Secretary to the

Governing Board: Superintendent Jane Yuster for the 2019 school year was made by Freya McCamant and seconded by Member Kimberly Hines.

(M-44) Passed 4-0 voting aye
Member Lizet Cortes absent

6. Board Spokesperson – Ms. Sophia Layne, Governing Board President

Motion to nominate Ms. Sophia Layne as Governing Board Spokesperson for the 2019 school year was made by Member Kimberly Hines and seconded by Member Mary Beth Alexander.

(M-45) Passed 4-0 voting aye
Member Lizet Cortes absent

b. Approve and Adopt the 2019 Governing Board Meeting Calendar as Required by Board Bylaws 9100

Motion to approve the Governing Board Meeting Calendar for 2019 as presented was made by Member Freya McCamant and seconded by Member Kimberly Hines.

Member Freya McCamant requested to moved February 14, 2019 meeting to February 13, 2019. Member Kimberly Hines requested to move the May 9, 2019 meeting to May 16, 2019 and the November 14, 2019 meeting to November 7, 2019.

Motion to approve the Governing Board Meeting Calendar for 2019 as amended was made by Member Kimberly Hines and seconded by Member Mary Beth Alexander.

(M-46) Passed 4- 0 voting aye
Member Lizet Cortes absent

c. Complete Annual Review of Board Bylaw 9250 as it Pertains to Compensation; Individuals May Elect to Receive for Service as Members to the Governing Board for 2019

By mutual agreement the Governing Board agreed to make no changes in policy and all Members agreed to not accept compensation or health insurance for service, as allowed in Governing Board Bylaw 9250.

Motion to not accept compensation or health insurance for service, as allowed in Governing Board Bylaw 9250 made by Member Freya McCamant and seconded by Member Kimberly Hines.

(M-47) Passed 4 - 0 voting aye
Member Lizet Cortes absent

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

None

12. **REPRESENTATIVE REPORTS**

a. CUTA Representative

President Sean Riordan welcomed new Board Member Mary Beth Alexander and congratulated Member Freya McCamant on her reelection. President Riordan thanked Mr. Rob Pappalardo, Dr. Kirk Riemer for their service and recognized Ms. Patricia Serrano in her retirement. President Riordan also said he hoped the Board would approve the CUTA Sunshine letter.

13. **REPORTS / INFORMATION / PRESENTATIONS**

a. Receive Report on Cabrillo Unified School District's Music Program

Ms. Joy Dardenelle, Assistant Superintendent, Curriculum and Instruction, and Mr. Walter Anderson, Music Teacher and Band Director of Half Moon Bay High School, presented a report on the Cabrillo Unified School District's Music Program

b. Receive Report on the Strategic Education Plan Goals 3 and 4 Update

Ms. Joy Dardenelle, Assistant Superintendent, Curriculum and Instruction, presented a report on the Strategic Education Plan Goals 3 and 4 Update

c. Receive Report on School Plan for Student Achievement for Elementary School Sites

Ms. Irene Preciado, Director of Categorical Programs, Mr. David Porcel, Principal of Hatch Elementary School, Ms. Martha Ladd, Principal of El Granada Elementary School, Mr. Cesar Gaytan, Principal of Farallone View Elementary School and Ms. Diane Siegel, Principal of Kings Mountain Elementary School, presented a report on School Plan for Student Achievement for Elementary School Sites

d. Receive First Interim Budget Report

Ms. Crystal Leach, Chief Business Official, presented to the Governing Board the First Interim Budget report.

14. **DISCUSSION ITEMS**

a. None

15. **COMMUNICATIONS**

a. Board Members

Member Freya McCamant thanked Dr. Kirk Riemer for his 12 years of mentoring and wonderful insight and also thanked Mr. Rob Pappalardo for his dedication to the Parcel Tax and Bond Measure campaigns. Ms. Freya McCamant thanked Ms. Patricia Serrano for her years of service to the District and wished for her to enjoy her retirement. Ms. Freya McCamant also thanked all those who voted for her and congratulated Ms. Mary Beth Alexander and Ms. Lizet Cortes.

Vice President Kimberly Hines thanked Ms. Joy Dardenelle and Mr. Walter Anderson for their presentation on the District Music Program and said she admires the teachers for all the efforts done supporting music. She also thanked Mr. Sean Riordan and Mr. Walter Anderson for the invitation to the Half Moon Bay High School Open Studio Night. Ms. Kimber Hines congratulated Ms. Mary Beth Alexander and welcomed her to the Board.

Member Mary Beth Alexander thanked everyone for the warm welcome.

President Sophia Layne thanked Mr. Rob Pappalardo and Dr. Kirk Riemer for their years of passion and commitment to serve our students and school community in their voluntary roles. Ms. Sophia Layne welcomed Ms. Mary Beth Alexander and Ms. Lizet Cortes to the Board. Ms. Sophia Layne thanked Ms. Patricia Serrano for her service and welcomed Ms. Rosibel Acosta. President Layne reported that she attended the Presidents' Day CSBA Conference in November.

b. Student Board Member

Student Board Representative absent. The following report was submitted:

Half Moon Bay High School
As always, there is plenty of exciting event happening at Half Moon Bay High School. The spring musical, Mamma Mia, has been cast and rehearsals will start in January. We hosted the annual Peninsula wrestling tournament at our school, and our wrestlers did phenomenally. Our last eighth grade shadow day was this previous Monday. Our music department presented their talent in the winter music concert on Wednesday. Students are preparing to take final exams next week. Half Moon Bay High School wishes everyone the happiest of holidays and a wonderful new year!

Hatch Elementary School
Jog-a-Thon was a huge success. Students, parents, teachers, and community members were able to participate in one of the biggest fundraisers for our school. Firefighters attended both rounds for lower and upper grades. They dedicated the first lap to the victims and families affected by the devastating fires the happened the last month in California. A huge thank you to our PTO, SIPA, and ELAC parents for their support, effort, and the countless hours dedicated to putting this event together.

Coffee with the Principal was held last Thursday. It was very well attended. Parents received updates about school curriculum and online reading programs. Also, Hatch administration shared with parents valuable information about how to prevent Cyber-bullying. The attendees received pamphlets and a magnet with information about the prevention of this type of bullying. Hatch Opera took place last week at the MPR. Students had the opportunity to perform twice: one for upper grades and one for lower grades. It was a great success. We would like to thank Ms. Steward, Ms. Meyer, and Ms. Wallace for getting the students ready and their time at the rehearsals.

We wish everybody Happy Holidays and Happy New Year 2019!

El Granada Elementary School
El Granada 5th graders raised over $800 for the victims of the Campfire. Funds are being donated to the Salvation Army of Butte County. Yesterday we held our second literacy event this year. This time our parent engagement team presented engaging tools to families so they can help their children with reading at home. Our PTO book fair has been a great success. Our parents always go the extra mile for our school. Tomorrow our 5th graders are putting on a heritage fair. Each student has prepared a history of their family, culture, and traditions. You are all welcome to come and learn about our families and their history. The fair begins at 8:30 in the multi-purpose room.

Kings Mountain Elementary School
Another busy month has flown by at Kings Mountain School! This week, Half Moon Bay History Association brought their engaging interactive historical program to our 2/3 class with a blend of history talks and related activities. Students made corn husk dolls and cattle brands amongst many

educational and engaging activities. Kings Mountain School families celebrated Half Moon Bay's annual Night of Lights! Families participated in the parade with a float built and created by parent Nate Stariha. Students decorated the float with handprint snowflakes and New Year wishes. Our two nominees for Prince and Princess, outstanding KMES citizens, Travis and Eleanor, were crowned as part of the royal court and rode in the parade as well. Clean air and a break in the rainy weather, KM was finally able to gather together to celebrate Stone Soup after Thanksgiving Break. In the morning, students chopped and prepared vegetables working with Chef Shaun Fung to make our soup. A magical stone found in the neighboring forest was the first ingredient. Students created table settings, decorated tables, and each class interpreted the story of Stone Soup in performances. Students, staff and their families then feasted on soup along with Assistant Superintendent Holly Wade and Mike Cary Personnel Technician. By working together, with everyone contributing what they can, a greater good is achieved as well as a great time.

Farallone View Elementary School

The Holiday Bazaar at Farallone View is a tradition that goes back almost four decades. We held the most recent one on December 1st. This is a time to bring together local artists, bakers, Coastside vendors, student dancers, kid friendly activities, and hundreds of families, while we fundraise for our school. This year, we proudly featured a cookie baking contest in which Superintendent Yuster was one of the judges. If you have any questions about her culinary tasting experience, please talk to her. As an addition to our artistic experience, Ms. Scarpaci happily prepared and offered an opera assembly on Dec. 4, where our students had the opportunity to sing side by side with SF professionals. This Sunday, we will have a ribbon cutting ceremony at 10 am to celebrate the naming of our Raye Furst Garden. Raye was a longtime teacher at FV who after many years of service passed after a long battle against cancer. Her immediate family and extended FV family will be there to honor her. You are welcome to join us.

c. Superintendent

Superintendent Jane Yuster attended the Half Moon Bay High School Winter Concert clearly observing how Mr. Walter Anderson is admired by students and school community. Ms. Jane Yuster also attended the Literacy Night at the school sites and visited the Scholastic Book Sale at El Granada Elementary School. Ms. Jane Yuster thanked Rob Pappalardo and Dr. Kirk Reimer for their contribution to the District. She also congratulated Ms. Freya McCamant, Ms. Mary Beth Alexander and Ms. Lizet Cortes for their elections to the Board. Ms. Jane Yuster thanked Ms. Patricia Serrano for her service and wished her well in her retirement.

16. **CONSENT ITEMS**

a. Ratify Field Trip Approval for Cunha Boys Basketball Team to San Andreas, California, December 8 - 9, 2018

b. Approve Field Trip for Cunha Boys Basketball Team to South Lake Tahoe, California, January 15 - 18, 2019

c. Approve Certificated Personnel Report

d. Approve Classified Personnel Report

e. Accept Donations to Cabrillo Unified School District

f. Accept Enrollment Report for the Third Month of the 2018-2019 School Year

g. Approve the Renewal of the Term of the Superintendent's Contract
h. Approve and Adopt Minutes of November 8, 2018, Regular Governing Board Meeting

Motion to approve consent agenda items as presented made by Member Kimberly Hines and seconded by Member Mary Beth Alexander.

(M-48) Passed 4 - 0 voting aye
Member Lizet Cortes absent

17. **ACTION ITEMS**

a. Approve School Plan for Student Achievement for Elementary School Sites

Motion to approved School Plan for Student Achievement for Elementary School Sites was made by Freya McCamant and seconded by Mary Beth Alexander.

(M-49) Passed 4 - 0 voting aye
Member Lizet Cortes absent

b. Approve 2019-20 and 2020-21 Student/Teacher Calendars

Motion to approved the 2019-20 and 2020-21 Student/Teacher Calendars was made by Kimberly Hines and seconded by Freya McCamant.

(M-50) Passed 4 - 0 voting aye
Member Lizet Cortes absent

At 9:43 P.M. President Sophia Layne requested motion to continue pass the 10:00 PM curfew. Motion made by Freya McCamant and seconded by Kimberly Hines

(M-51) Passed 4 - 0 voting aye
Member Lizet Cortes absent

c. Hold Public Hearing for Contract Initial Proposals as Submitted by Cabrillo Unified School District and the Cabrillo Unified Teachers' Association

President Sophia Layne opened Public Hearing at 9:45 P.M.

Hearing no comments from the public.

Hearing was closed at 9:46 PM.

d. Appoint New Members to the Bond Citizens’ Oversight Committee

Motion to approve appointment new members as follow; Lisa Zanette, James Marsh, Leni Liakos, Abe Jimenez and Zachary Bennington. Current Citizens’ Oversight Committee members are; Mike Alifano, Diane Brosin, Naomi Patridge and Charmion Donegan was made by Member Kimberly Hines and seconded by Mary Beth Alexander.

(M-52) Passed 4 - 0 voting aye

Member Lizet Cortes absent

e. Receive the Measure B Parcel Tax Annual Report

Motion to accept the Measure B Parcel Tax Annual report was made by Mary Beth Alexander and seconded by Kimberly Hines.

(M-53) Passed 4 - 0 voting aye
Member Lizet Cortes absent

f. Approve First Interim Budget Report

Motion to approve the First Interim report was made by Freya McCamant and seconded by Kimberly Hines

(M-54) Passed 4 - 0 voting aye
Member Lizet Cortes absent

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

Motion to approve the Cabrillo Unified School District Governing Board Policy 6174 and Bylaw 9110 updates and adopt the proposed revisions as recommended by the California School Boards Association was made by Mary Beth Alexander and seconded by Freya McCamant.

(M-55) Passed 4 - 0 voting aye
Member Lizet Cortes absent

President Sophia Layne adjourned open session at 10:02 PM stating that they will return to closed session.

18. **RETURN TO CLOSED SESSION (IF NECESSARY)**

The Governing Board met in closed session from 10:02 PM to 10:11 PM.

No action was taken.

19. ADJOURNMENT OF THE MEETING

Motion to adjourn made by Member Kimber Hines and seconded by Member Freya McCamant.

(M-56) Passed 4 - 0 voting aye
Member Lizet Cortes absent

Meeting was adjourned at 10:11 PM.

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent

Minutes presented by Jane Yuster, Secretary to the Governing Board

Certified by:

_____ _____

Lizet Cortes Date
Clerk to the Governing Board

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: January 17, 2019

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

BOARD AGENDA NUMBER: 15.a

BOARD AGENDA ITEM: Approve School Plan for Student Achievement High School Sites

DEPARTMENT: Curriculum and Instruction

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

BACKGROUND INFORMATION:

The School Plan for Student Achievement (SPSA) consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the "Every Student Succeeds Act" (ESSA). The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

The SPSA's purpose is:

- to increase the overall effectiveness of the school program
- to maximize the resources available to the school
- to minimize duplication of effort
- to increase student achievement
- to maximize the impact of federal investments in support of underserved students
- to innovate with their federally-funded programs
- to align with the LEA's goals under the state's Local Control Funding Formula (LCFF)
- to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning
- to support a continuous cycle of action, reflection, and improvement

REPORT/PROPOSAL:

Each school and their School Site Councils have engaged in the cycle of continuous improvement to develop their School Plan for Student Achievement. Principals will present their goals and a few highlights of the strategies each site is implementing.

FINANCIAL IMPACT:

The financial impact is included in the budget.

RECOMMENDATION:

Approve School Plan for Student Achievement for high school sites.

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Half Moon Bay High School's
Address	1 Lewis Foster Drive Half Moon Bay, CA, 94019
County-District-School (CDS) Code	41688904132817
Principal	John Nazar
District Name	Cabrillo Unified School District
SPSA Revision Date	September 20, 2018
Schoolsite Council (SSC) Approval Date	November 29, 2018
Local Board Approval Date	January 17, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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

School Profile

School Profile 2018-2019

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 985 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 HMB and the surrounding rural area that encompasses 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.

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 2018

SAT 1600 HMBHS California

Reading/Writing 555 540

Mathematics 574 536

Total 1129 1077

ACT Summary HMBHS California

Composite 24.7 22.7

English 24.5 22.5

Mathematics 24.3 22.5

Reading 25.6 23.0

Science 23.9 22.1

2018 AP Scores

304: Total students taking an AP Exam

506: Total number of AP tests

32%: of students scoring 4 or 5

65%: of students score 3 and above

ADVANCED PLACEMENT (AP) COURSES

Art Studio Drawing

Art Studio 2-D Design

Art Studio 3-D Design

Biology

Calculus AB

Calculus BC

Chemistry

English Language

English Literature

Environmental Science

French Language

Human Geography

Physics B

Psychology

Spanish Language

US Government

US History

World History

EARLY COLLEGE COURSES

Art 401/405 (CSM)

ADVANCED COURSES (5)

Advanced Algebra II

Advanced Geometry

Advanced Pre-Calculus

Advanced English I

Advanced English II

ELECTIVE COURSES

Agriculture/Enviro Science

Agriculture Practices

Art II/III

Art Spectrum

AVID I/II/III/IV/Tutor

Broadcasting

Chorale

Concert/Jazz/Marching Band

Early College Art

Guitar Making

Computer Science Principles

Leadership Marine

Ecology Beg/Adv

Metalworking Peer

Helpers

Power & Strength PE

Small Gas Engines

Veterinary Science

Wood Tech

Yearbook

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Each of the many stakeholder groups were consulted as part of the process in developing, reviewing and updating the SPSA, School Plan for Student Achievement.
* Teachers and Certificated Staff: During the course of two "whole staff" meetings, the goals were reviewed and input was gathered.
* Leadership Team: Leadership team consists of eight teachers and a Classified Staff member - SPSA goals were identified and their input was gathered.
* Academic Council - Consisting of the Department Chairpersons, SPSA goals were identified and their input was gathered.
* Common Core Specialists - Consisting of a member from almost every department, SPSA goals were identified and their input was gathered.
* Half Moon Bay High School Foundation - consisting primarily of parents, but has some staff members included, there was an educational component of what the LCAP. Local Control Accountability Plan and SPSA are, and the importance of these documents. Once the training was completed, the SPSA goals were identified and their input was gathered.
* ELAC, English Learner Advisory Committee - consisting primarily of parents, but has some staff members included, there was an educational component of what the LCAP and SPSA are, and the importance of these documents. Once the training was completed, the SPSA goals were identified and their input was gathered.
* Cougar Boosters - This a sports fundraising organization consisting primarily of parents, but has some staff members included, there was an educational component of what the LCAP and SPSA are, and the importance of these documents. Once the training was completed, the SPSA goals were identified and their input was gathered.
* Health and Wellness Committee - This group consists of parents, students, community members, staff, administration and support improving the well-being of the young people in our community. There was an educational component of what the LCAP and SPSA are, and the importance of these documents. Once the training was completed, the SPSA goals were identified and their input was gathered.
* School Site Council - This was the group that gathered all the input of the various stakeholder groups, and were the primary creators of the SPSA.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	0.2%	0.40%	3	2	4
African American	0.7%	0.6%	0.50%	7	6	5
Asian	2.0%	1.6%	1.41%	20	16	14
Filipino	1.8%	1.2%	1.41%	18	12	14
Hispanic/Latino	45.0%	47.6%	49.35%	459	474	491
Pacific Islander	0.0%	0.0%	0.10%	0	0	1
White	47.4%	46.3%	44.02%	483	461	438
Multiple/No Response	2.8%	0.1%	0.30%	29	1	3
			Total Enrollment	1,020	995	995

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade3			0
Grade 4			0
Grade 5			0
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9	242	253	260
Grade 10	265	235	254
Grade 11	257	259	229
Grade 12	252	248	252
Total Enrollment	1020	995	995

Conclusions based on this data:

1. The Hispanic/Latino subgroup has gradually increased to become our largest population as of the 2016-17 school year.

2. Our total enrollment numbers are stable, hovering around 1000 or just under.

3. This year's senior class began in their 9th grade year as one of the smallest classes, and has continued to be our smallest class, with only 214 students this year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	167	131	95	16.4%	13.2%	9.5%
Fluent English Proficient (FEP)	261	305	355	25.6%	30.7%	35.7%
Reclassified Fluent English Proficient	10	41	61	6.2%	24.6%	46.6%

Conclusions based on this data:

1. Our EL numbers have dropped significantly over the past three years, from 16.4% to 9.5%, and our numbers of reclassified students have increased from 6.2% to 46.6%.
2. Both the Cabrillo USD and Half Moon Bay HS have made a serious effort to help our EL population gain the skills they need to be reclassified.
3. We have increased ELD courses for all EL students, along with SDAIE English classes. We have added an ELD department chair, and have provided extensive professional development in aligning Common Core State Standards, ELD standards, and AVID instructional strategies for all teaching staff. In the summer, the district's Jump Start program has afforded EL students great success in becoming reclassified English proficient.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	252	252	221	237	234	209	233	234	208	94	92.9	94.6
All Grades	252	252	221	237	234	209	233	234	208	94	92.9	94.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2607.	2590.	2607.	27	23.08	31.25	32	34.19	29.81	26	21.70	17.79	15	20.94	21.15
All Grades	N/A	N/A	N/A	27	23.08	31.25	32	34.19	29.81	26	21.70	17.79	15	20.94	21.15

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	31	31.62	39.90	51	44.02	38.46	18	24.36	21.63
All Grades	31	31.62	39.90	51	44.02	38.46	18	24.36	21.63

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	38	29.49	34.63	44	38.89	37.56	18	31.62	27.80
All Grades	38	29.49	34.63	44	38.89	37.56	18	31.62	27.80

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	23	28.63	29.95	65	55.98	57.00	12	15.38	13.04
All Grades	23	28.63	29.95	65	55.98	57.00	12	15.38	13.04

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	36	29.91	39.61	48	49.15	41.06	16	20.94	19.32
All Grades	36	29.91	39.61	48	49.15	41.06	16	20.94	19.32

Conclusions based on this data:

1. In high school, only 11th grade students are tested, so we do not see cohort data. We only get a snapshot of each class moving through.
2. Our percentage of students taking the exam is stable and increasing slightly, with last year's percentage at 94.6.
3. We are seeing a significant increase in overall achievement in ELA, with 31.25% exceeding standard, and increases in Reading, Writing, Listening, and particularly in Research//Inquiry, moving from 29.91% to 39.61%. Below standard numbers for each claim have concomitantly decreased. We conclude that our score improvements result from our messaging that this test is serious, and can help with CSU acceptance. In addition, the teachers continue to adopt and improve Common Core curriculum and instruction, which is evidenced particularly by the increase in the Research//Inquiry scores.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	252	252	221	234	233	209	229	233	209	92.9	92.5	94.6
All Grades	252	252	221	234	233	209	229	233	209	92.9	92.5	94.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2590.	2576.	2600.	18	15.45	22.49	21	22.75	21.53	22	21.03	22.97	38	40.77	33.01
All Grades	N/A	N/A	N/A	18	15.45	22.49	21	22.75	21.53	22	21.03	22.97	38	40.77	33.01

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	30	26.61	35.89	25	26.18	22.49	45	47.21	41.63
All Grades	30	26.61	35.89	25	26.18	22.49	45	47.21	41.63

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	20	17.60	22.01	54	42.92	42.11	26	39.48	35.89
All Grades	20	17.60	22.01	54	42.92	42.11	26	39.48	35.89

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	28	20.60	24.88	47	55.36	51.20	24	24.03	23.92
All Grades	28	20.60	24.88	47	55.36	51.20	24	24.03	23.92

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%
3. We had an overall increase of 4.28% in communicating reasoning in the % of students who scored above standard.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1541.3	1549.5	1532.4	18
Grade 10	1506.8	1509.3	1503.8	15
Grade 11	1524.6	1514.5	1534.1	12
Grade 12	*	*	*	*
All Grades				51

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	18
Grade 10	*	*	*	*	*	*	*	*	15
Grade 11	*	*	*	*	*	*	*	*	12
Grade 12	*	*	*	*	*	*	*	*	*
All Grades	*	*	19	37.25	13	25.49	*	*	51

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	18
Grade 10	*	*	*	*	*	*	*	*	15
Grade 11	*	*	*	*	*	*	*	*	12
Grade 12	*	*	*	*	*	*			*
All Grades	23	45.10	14	27.45	*	*	*	*	51

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	18
Grade 10	*	*	*	*	*	*	*	*	15
Grade 11			*	*	*	*	*	*	12
Grade 12			*	*	*	*	*	*	*
All Grades	*	*	13	25.49	16	31.37	19	37.25	51

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	18
Grade 10	*	*	*	*	*	*	15
Grade 11	*	*	*	*	*	*	12
Grade 12	*	*	*	*	*	*	*
All Grades	14	27.45	27	52.94	*	*	51

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	11	61.11	*	*	*	*	18
Grade 10	*	*	*	*	*	*	15
Grade 11	*	*	*	*	*	*	12
Grade 12	*	*	*	*			*
All Grades	30	58.82	15	29.41	*	*	51

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	18
Grade 10	*	*	*	*	*	*	15
Grade 11	*	*	*	*	*	*	12
Grade 12			*	*	*	*	*
All Grades	*	*	19	37.25	27	52.94	51

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	18
Grade 10	*	*	*	*	*	*	15
Grade 11	*	*	*	*	*	*	12
Grade 12			*	*			*
All Grades	12	23.53	32	62.75	*	*	51

Conclusions based on this data:

1. This is the first year ELPAC summative results are available.
2. An asterisk (*) appears on public reports to protect student privacy when 10 or fewer students had valid test scores.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	**All Students Performance**	**Total Student Groups**	**Student Groups in Red/Orange**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		5	0
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)		4	0
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. SUSPENSION RATE: We have made significant progress reducing the Suspension rate for all reported sub-groups.

   GROUPS:
   All Students: "Declined Significantly" -2.3% decline. English Learners:
   "Declined Significantly" -8.5% decline. Socioeconomically Disadvantaged:
   "Declined Significantly" -4.6% decline. Students with Disabilities:
   "Declined Significantly" -5.8% decline.
   Hispanic: "Declined Significantly" -4.3% decline.
   White: "Maintained" 0% no change

2. ENGLISH LEARNER PROGRESS: We have made progress in all areas supporting our English Learners from previous years.

   GROUPS:
   The suspension rate for this group of students has "Declined Significantly" - with a 8.5% decline
   The Dashboard indicator for English Learner progress was "Maintained" - with a -0.3% decline (statistically insignificant)
   The graduation rate for this subgroup of students has "Declined Significantly" - with a 8.5% decline

3. GRADUATION RATE: We have made significant progress increasing the graduation rate for all reported subgroups.

   GROUPS:
   All Students: "Increased" +2.4% increase. English Learners:
   "Increased" +4.4% increase. Socioeconomically Disadvantaged:
   "increased" +3.8% increase. Hispanic: "Increased" +1.4%
   increase
   White: "Increased" +2.7% increase

School and Student Performance Data

Status and Change Report
Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	**Cumulative Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rates**

Conclusions based on this data:

1. This information was not reported on the State Dashboard for any school in the State for this year.

School and Student Performance Data

Status and Change Report
Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Suspension Rate		1,020	Medium 4.4%	Declined Significantly -2.3%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		1,020	Medium 4.4%	Declined Significantly -2.3%
English Learners		140	Medium 5.7%	Declined Significantly -8.5%
Foster Youth		3	*	*
Homeless		12	High 8.3%	
Socioeconomically Disadvantaged		443	Medium 5.4%	Declined Significantly -4.6%
Students with Disabilities		95	Very High 10.5%	Declined Significantly -5.8%
African American		6	*	*
American Indian		3	*	*
Asian		16	Very Low 0%	Declined Significantly -9.5%
Filipino		12	Very Low 0%	Maintained 0%
Hispanic		489	Medium 5.3%	Declined Significantly -4.3%
Two or More Races		24	Very Low 0%	Maintained 0%
White		469	Medium 4.1%	Maintained 0%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. The programs put into place over the past two years are having a positive impact in all areas of reducing the suspension rate to all subgroups reported. Over the past two years, Half Moon Bay High School as implemented a series of programs and initiatives that appear to be reducing the suspension rates:

* The Positive Behavior Intervention and Supports (PBIS) program has become an integral part of the fabric of the school.
* The Leadership Class has developed a "Kindness Campaign"
* The creation of a student lead group who created the "One of a Kindness" campaign.
* The Peer Counselor Class where students support their peers.
* The increase in Social/Emotional Counseling available to our students, supported by the District through School Linked Services and the High School Health and Wellness Committee
* Increased focus of students on graduation and academic success.

School and Student Performance Data

Status and Change Report
English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Learner		148	Very High 85.8%	Maintained -0.3%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	**Students Performance**	**Status**	**Change**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 5.7%	Declined Significantly -8.5%
English Learner Progress (1-12)		Very High 85.8%	Maintained -0.3%
Graduation Rate (9-12)		High 93.5%%	Increased +4.4%
College/Career (9-12)	N/A	Low 15.2%	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. The Title III funding of support materials, along with an increased focus on the outcomes expected by the ELD teachers, and all staff across the board has supported growth in this area.
2. The summer support classes to help students prepare to reclassify has been helpful.

School and Student Performance Data

Status and Change Report
Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Graduation Rate (9-12)		248	Very High 97.2%%	Increased +2.4%

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		248	Very High 97.2%%	Increased +2.4%
English Learners		46	High 93.5%%	Increased +4.4%
Homeless		10	*	*
Socioeconomically Disadvantaged		104	Very High 95.2%%	Increased +3.8%
Students with Disabilities		22	Low 77.3%%	Declined Significantly -9.5%
African American		1	*	*
American Indian		1	*	*
Asian		6	*	*
Filipino		7	*	*
Hispanic		100	High 94%%	Increased +1.4%
Two or More Races		10	*	*
White		123	Very High 99.2%%	Increased +2.7%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. An increase in our AVID program, along with consistently supporting many staff members to attend the AVID summer training is helping us better support our students. Strong AVID practices are in place in almost every classroom as AVID trained teachers have done some workshops on making sure all teachers can use at least some strong AVID practices.

2. An increase in early interventions and support from the counselors on identify struggling students and then giving them and their families extra attention and focus.

3. An increase in "Credit Recovery" courses offered both during the course of the school year in addition to Summer School has allowed students to recover their credits. Also, we have two adult expert (Ph.d. Chemistry, Masters - Computer Science - who voluntarily tutor for free at lunch twice a week. Also, we have student tutors and have after school "homework" club.

School and Student Performance Data

Status and Change Report
College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 College/Career Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status (Percent Prepared)**	**Change**
College/Career	N/A	245	Medium 49.8%	N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2017 College/Career Report				
Student Group	**Student Performance**	**Number of Students**	**Status (Percent Prepared)**	**Change**
All Students	N/A	245	Medium 49.8%	N/A
English Learners	N/A	46	Low 15.2%	N/A
Foster Youth	N/A			N/A
Homeless	N/A	10	*	N/A
Socioeconomically Disadvantaged	N/A	102	Medium 35.3%	N/A
Students with Disabilities	N/A	19	Low 15.8%	N/A
African American	N/A	1	*	N/A
American Indian	N/A	1	*	N/A
Asian	N/A	6	*	N/A
Filipino	N/A	7	*	N/A
Hispanic	N/A	98	Medium 36.7%	N/A
Pacific Islander	N/A			N/A
Two or More Races	N/A	10	*	N/A
White	N/A	122	High 60.7%	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Assessment Performance Results

Assessment	Number of Students	Status	Change
English Language Arts (Grade 11)	232	8.3 points above level 3	-16.5 points
Mathematics (Grade 11)	229	49.9 points below level 3	-13.3 points

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. An increase in our AVID program, along with consistently supporting many staff members to attend the AVID summer training is helping us better support our students. Strong AVID practices are in place in almost every classroom as AVID trained teachers have done some workshops on making sure all teachers can use at least some strong AVID practices.
2. The AVID teachers take the Junior level AVID students on a four day overnight trip to Southern California to explore at least 10 Universities.
3. CTE programs - we have an Agriculture CTE pathway (plant science) and are currently working on developing a Construction pathway.

School and Student Performance Data

Status and Change Report
English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Language Arts (3-8)				

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**

Additional ELA Assessment Data for English Learners (EL)
The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	**Number of Students**	**Status**	**Change**
EL - Reclassified Only			
EL - English Learner Only			
English Only			

ELA California Alternate Assessment (CAA) Data
The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	**Number of Students**	**Level 1**	**Level 2**	**Level 3**
English Language Arts (3-8)				

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.



Conclusions based on this data:

1. Does not apply: grades 3 - 8 only

School and Student Performance Data

Status and Change Report
Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**

Mathematics (3-8)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**

Additional Math Assessment Data for English Learners
The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	**Number of Students**	**Status**	**Change**

EL - Reclassified Only

EL - English Learner Only

English Only

Math California Alternate Assessment (CAA) Data
The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	**Number of Students**	**Level 1**	**Level 2**	**Level 3**

Mathematics (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Does not apply: grades 3 - 8 only

School and Student Performance Data

Detailed Report
Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	**2016**	**2017**
English Learners	86.1%	85.8%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	**Prepared**	**Approaching Prepared**	**Not Prepared**
Class of 2016	49.8%	16.3%	33.9%

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

Academic Indicators (Grades 3-8)		
Indicator	**2016**	**2017**
English Language Arts		
Mathematics		

Assessment Performance Results for Grade 11		
Indicator	**2016**	**2017**
English Language Arts	24.8 points above level 3	8.3 points above level 3
Mathematics	36.6 points below level 3	49.9 points below level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. The percent of English Learners who made progress towards English proficiency had a slight decrease of 0.3%
2. The Assessment Performance Results for Grade 11 in English Language Arts showed 8.3 points above level three in 2017.
3. The Assessment Performance Results for Grade 11 in Mathematics resulted in 49.9 points below level three in 2017.

School and Student Performance Data

Detailed Report
School Conditions and Climate

Suspension		
Indicator	**2016**	**2017**
Suspension	6.7% (70)	4.4% (45)

Conclusions based on this data:

1. The very positive trend of decreasing suspension continues.
2. The trend to decreased suspensions applies to all significant sub groups.

School and Student Performance Data

Detailed Report
Academic Engagement

Graduation			
Indicator	**2015**	**2016**	**2017**
Graduation	95.6%	94.1%	97.2%%

Conclusions based on this data:

1. The graduation rate remains high, with a increased graduation rate of 3.1% from 2016 to 2017.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	**Chronic Absenteeism**	**Suspension Rate**	**English Learner Progress**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**College/ Career**
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. The overall progress of the "All Students" category attending Half Moon Bay High School is very strong.

2. The progress of our English Language Learners, and the Graduation rates are very high, and the suspension rates are low and decreasing every year.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Achievement: Literacy and Reclassification

Goal Statement

By June 2019, 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%

* Our reclassification rate to Fluent English Proficient or 2018-19 will be above 10%

* Increasing focus on English Language Arts, and placing 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 Specialists based on Common Core State Standards and increased AVID strategies used in all classrooms

LCAP 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.

Basis for this Goal

- UC/CSU Eligibility
- ELA CAASPP Proficiency Rates

* Reclassification Rates for EL students

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
UC/CSU Eligibility based on graduating senior transcript review	52.2% UC/CSU Eligibility	At least 53.2% UC/CSU Eligibility
ELA Interim Assessment Block/CAASPP Proficiency	Mean Scale Score of 2610.2 for 11th grade students, baseline to be established for 9-10th grade students	At least a 1% increase in the mean scale score to 2871
Reclassification Rate for EL students	46.6% Reclassification rate	Not to fall below a rate of 10%

Planned Strategies/Activities

Strategy/Activity 1

Continue to provide supplemental professional development for ELD teachers around new curriculum being adopted and time to create and collaborate as a department

Students to be Served by this Strategy/Activity

English Learners

Timeline

2018-2019

Person(s) Responsible

Principal, Assistant Principal, ELD Dept. Chair, ELD Department Members

Proposed Expenditures for this Strategy/Activity

Amount	7,053.50
Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Supplemental Conference Fees, Travel Fees, Teachers Supervision Fees

Strategy/Activity 2

Continue to purchase supplemental materials and classroom supplies to support academic language development

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Assistant Principal, ELD Dept. Chair, ELD teacher

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Materials and supplies

Strategy/Activity 3

Unique Technology for ELD teachers that will enhance the teaching and learning for students

Students to be Served by this Strategy/Activity

English Learners

Timeline

2018-2019

Person(s) Responsible

Assistant Principal, ELD Dept. Chair, ELD teachers,
District Technology Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Technology

Strategy/Activity 4

Professional Development supporting the Common Core State Standards for Common Core Specialists to better support our students who are at risk

Students to be Served by this Strategy/Activity

Students at Risk

Timeline

2018-2019

Person(s) Responsible

Assistant Principal, ELD Dept Chair, ELD Teachers, Common Core Specialists

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Consultant Fees, Conference Fees, Travel Fees, Teachers Supervision Fees

Strategy/Activity 5

Senior Student Survey conducted by Counseling Department to determine why students did, or did not make UC/CSU eligibility

Students to be Served by this Strategy/Activity

Graduating Seniors

Timeline

Spring 2018-19 school year

Person(s) Responsible

Counseling Department

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 6

Planning presentations to 9th-11th graders in the Fall of 2019-20 on the importance of a-g eligibility

Students to be Served by this Strategy/Activity

All Students

Timeline

Spring 2018-19

Person(s) Responsible

Director of Categorical Programs, Site administration, counseling department

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Purchase technology for teachers that will enhance the teaching and learning for students

Students to be Served by this Strategy/Activity

All Students

Timeline

2018 - 2019

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	1591.02
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Purchase new technology to support student learning

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

College and Career Readiness

Goal Statement

Increase the number of students enrolled in AVID, AP and Advanced courses by 1% by June 2019. Increase access to technology devices (Chromebook) to 100% of our students.

LCAP Goal

Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready. Increase the percentage of students who have access to a technological device (Chromebook) to 100%

Basis for this Goal

Increasing accessibility to all our advanced and college preparatory curriculum, and make sure students have the 21st century technology tools they need to enhance their engagement

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CSU and UC eligibility rate	54.94% of students graduating in 2018 were UC/CSU A-G eligible	56% of students graduating in 2019 will be UC/CSU a-g eligible
AP, Advanced, and Early College enrollment by Subgroups	AP enrollment at 393 students; Advanced at 343; Early College at 69 students	1% increases: AP to increase to 397; Advanced to 346; Early College to 70
Access in the Classroom and whole school to advanced technology device (ChromeBook)	Chromebook carts with a class set in classrooms, limited to 4 departments	All students will have their own 1-to-1 device, checked out to them for their use in all 4 years at HMBHS and at home

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

All students will have some access to strong AVID strategies.

Timeline

2018 - 2019

Person(s) Responsible

Principal, Assistant Principals, Counselor Julia Smith and Director of Catergorical Programs, Irene Preciado

Proposed Expenditures for this Strategy/Activity

Amount	12500
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Conference Fees, Travel Fees, Teacher Supervision Fees

Strategy/Activity 2

Support AVID student visits to colleges and universities and give opportunities for all students for college visits, 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.

Students to be Served by this Strategy/Activity

AVID Students

Timeline

2018 - 2019

Person(s) Responsible

Principal, Assistant Principals, Counselor Julia Smith and Director of Catergorical Programs, Irene Preciado

Proposed Expenditures for this Strategy/Activity

Amount	17000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Supervision Fees, Travel fees, Lodging Fees

Strategy/Activity 3

Supplementary materials to support and facilitate instruction for AVID teachers.

Students to be Served by this Strategy/Activity

All AVID Students

Timeline

2018-2019

Person(s) Responsible

AVID Site Coordinator, AVID Teachers,Principal, Assistant Principals, Department Chairs, Common Core Specialists

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I

Budget Reference	4000-4999: Books And Supplies
Description	New materials to support AVID program

Strategy/Activity 4

Each student will be issued a Chrome Book to keep and use at home and school.

Students to be Served by this Strategy/Activity

All Students

Timeline

2018 - 2019

Person(s) Responsible

Principal, Assistant Principals, Librarian

Proposed Expenditures for this Strategy/Activity

Description	District Level Funded

Strategy/Activity 5

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

2018 - 2019

Person(s) Responsible

AVID Site Coordinator, AVID Teachers, Site Administrators

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Cost of travel, substitutes, other expenses

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Communication Plan to Support Parent Involvement

Goal Statement

By September 2019, adopt an integrated communication system to inform parents, staff, and students of critical information, including in emergencies. Increase consistent information to our local media, and research and consider integrating our social media presence.

LCAP Goal

Implement a stakeholder communication plan to support parental involvement.

Basis for this Goal

Strive to make sure that both one-way emergency and student information systems, and two-way feedback and parent communication is universal and accessible.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Implementation of the stakeholder communication system.	Current scattered, ad-hoc communication systems	An integrated system for all avenues of communication

Planned Strategies/Activities

Strategy/Activity 1

Work with the District to review and adopt an integrated communication system.

Students to be Served by this Strategy/Activity

All students, as well as families, will be served by this system.

Timeline

2018-19 School year, with training for staff at implementation.

Person(s) Responsible

Administration and Information Technology Department

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Description	Training of Administration other "key personal" (example - School Security personnel) in the integrated system

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Positive School Climate: Safe and Supported Schools

Goal Statement

Increase the number of services available to students, including Social/Emotional Health Services, student positive behavior education, and continue PBIS to support a positive climate on our campus.

LCAP Goal

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

Basis for this Goal

Continuing need for an increased and comprehensive level of mental and social-emotional health services on our campus.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Annual Hours of mental health counseling provided	137 Hours provided	The perceived need is large and growing so we expect more service hours to be provided.
Alternative to Suspension Referrals	11 Referrals due to drug/alcohol use, anger management	Fewer than 11 referrals as increased services available provide support.
Number of students participating in Peer Helpers	22 Students were enrolled in Peer Helpers in the 2017-18 school year	At least 22 students will enroll in the Peer Helpers class.
Enrollment in the Kindness Campaign group	Formal enrollment in the Kindness Campaign during Advisory.	At least 20 students formally enrolled.
Number of students participating in Wellness Week	About 20 students participated daily	At least 20 students participate daily
Number of students participating in Challenge Day	60 students participated in 2017	At least 60 students participate in 2018
Continuation of PBIS work through the Leadership Team	PBIS team worked on Tier II implementation.	PBIS work will continue integrated with the site Leadership team goals.
Teen mental health and anxiety presentations at school-wide assemblies by an expert, "Dr. O", as well as community presentations.	None provided in previous school year	Students will receive information and insight of the challenges they face over anxiety and depression.
Continue the work of the Health & Wellness Committee	Monthly meetings of the team and its subcommittees	Continued interest in addressing issues of concern with student wellness, through monthly meetings and implementation of recommendations.

Planned Strategies/Activities

Strategy/Activity 1

Continue to expand student Social/Emotional and Mental health services and accessibility, as well as positive behavior education and support. This service will be supported and paid from other funding sources.

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019

Person(s) Responsible

Principal, Assistant Principals, Counselors, Mental Health Counselors, Leadership Team.

Proposed Expenditures for this Strategy/Activity

Description	Work with all the groups to make sure students are supported. This will be supported and paid from other funding sources.

Strategy/Activity 2

Monthly meetings of the Health and Wellness Committee to focus on student well-being

Students to be Served by this Strategy/Activity

All Students

Timeline

2018 - 2019

Person(s) Responsible

Principal, Assistant Principals

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Will provide services to the students to support their social/emotional well-being

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2017-18

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Review of graduating class UC/CSU eligibility %	% would increase from 57% to at least 58%	Declined from 57% to 52.2%
Review of CAASPP performance data	The mean scale scores would increase at least 1% from 2591.7 to 2617.6	Fell short of a 1% increase, at 2610.2
Review of CELDT scores: N/A due to change to ELPAC		
Annual rate of reclassification of EL students to Fluent English Proficient	We would reclassify at least 8% of our EL students.	Our reclassification rate for 2017-18 was 46.6%!

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to provide supplemental professional development for ELD teachers around new curriculum being adopted and time to create and collaborate as a department.	Professional Development was provided but did not incur any expenses.	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.	Supplemental Materials Purchased.	Supplemental Materials and supplies 4000-4999: Books And Supplies Title III 2500	Supplemental Materials and supplies 4000-4999: Books And Supplies Title I 1687

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Unique Technology for ELD teachers that will enhance the teaching and learning for students.	This technology was not purchased.	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.	Common Core Specialist and AVID site team collaborated with the ELD department to integrate ELD standards with best practice instructional strategies across the curriculum	Conference Fees, Travel Fees, Teachers Supervision Fees 5800: Professional/Consulting Services And Operating Expenditures Title I 4000	No costs were incurred for this strategy.
Incentive Program - Provide students who are struggling academically with recognition for attending tutoring sessions outside of the normal school hours.	This strategy was removed due to spending restrictions.	Supplies 4000-4999: Books And Supplies Title I 2000	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We were able to purchase supplemental materials for ELD, as well as work with our AVID and CCSS teams to implement ELD standards and strategies across the curriculum

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We were, as a staff, impressed with the way the integration of ELD strategies and standards were presented to the staff in effective professional developments resulting in increased reclassification rates.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We had reduced need for supplemental materials and specific technology than expected, and one of our proposed actions was not allowable under budgetary rules.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to support ELD requests for materials and technology. Common Core Specialists are focused on department adoption and evidence for CCSS this year, and we will remove the incentive program.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Annual review of number of students completing a CTE pathway	Increase % of CTE completers from 0% to at least 2%.	The number of students completing remained at 0%
Annual review of number of students participating in AVID courses	Increase in enrollment from 112 to at least 113.	AVID enrollment decreased to 109.
Annual review of number of students participating in AP/Advanced and Early College courses	AP enrollment increases from 417 to at least 425; Early College increases from 62 to at least 63; Advanced enrollment increases from 322 to at least 323.	AP enrollment dropped from 417 to 393; Early College increased to 69, meeting the goal; Advanced enrollment increased to 343, meeting the goal.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	We fully funded AVID Summer Institute training for HMBHS teachers and administrators to support our students who are at risk of failing.	Conference Fees, Travel Fees, Teacher Supervision Fees 5800: Professional/Consulting Services And Operating Expenditures Title I 10000	Conference at AVID Summer Institute 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.	We fully funded 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.	Supervision Fees, Travel fees, Housing Fees 5000-5999: Services And Other Operating Expenditures Title I 14000	Supervision Fees, Travel and Housing Fees 5000-5999: Services And Other Operating Expenditures Title I 14000
Supplementary materials to support and facilitate instruction for AVID teachers.	Supplementary materials to support and facilitate instruction for AVID teachers have been and continue to be purchased.	AVID Supplemental Materials 4000-4999: Books And Supplies Title I 3000	Purchased materials for the AVID classes 4000-4999: Books And Supplies Title I 3000
Pilot Program - Provide outside of school hours tutoring for ELD students who are enrolled in	We have expanded tutoring services by both peers and adults in our Homework Club and at	Cost of Tutors 1000-1999: Certificated	We did not pay for tutors this year 1000-1999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Advanced Placement, Early College, CTE and Advanced courses.	lunch, as well as athletic tutoring. Teachers also provide regular tutoring in math. The amount of tutoring is already more than sufficient to meet demand.	Personnel Salaries Title III 2500	Certificated Personnel Salaries Title III 0
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.	We did not have AVID teacher requests to attend professional development conferences and visit other high performing AVID schools.	Cost of travel, substitutes, other expenses 5000-5999: Services And Other Operating Expenditures Title I 5000	We did not do this action this year 5000-5999: Services And Other Operating Expenditures Title I 0

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We fully implemented our AVID training and supplementary materials, and maintained our program of AVID student college visits. We did not add another tutoring program, and did not send AVID teachers to AVID schools and conferences. We did not get the number increase we wanted, and we have responded by encouraging AVID recruitment.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The AVID training and support have resulted in a push out of AVID strategies to staff through professional development, bringing AVID strategies school-wide. The college visits and AVID support for our students has promoted higher levels of UC/CSU A-G eligibility for AVID graduates.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We have not had to fund tutoring beyond what the school already provides, and we have not had to fund substitutes of Per Diem expenses for teachers attending AVID professional development or observations.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue this goal with the exception of the tutoring program. We want to support all our teachers in receiving AVID training in conferences and workshops.

Annual Review and Update

SPSA Year Reviewed: 2017-18

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Feedback from the listed organizations, attendance sheets, and survey results.	Increased parent participation in school organizations.	We met goals for SSC, Foundation, Health & Wellness, and Sports, with no change in Ag, ELAC, and Music booster programs.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Hold quarterly meetings with ELAC board members and plan for future ELAC meetings.	Quarterly ELAC meeting were held and scheduled ongoing.	Set topics for future ELAC meeting based on parent input and interest.	There was no cost to this service None Specified None Specified 0
Continue to have school communications in both English and Spanish to enhance communication between school and parents.	All school communications go out in English and Spanish on School Loop, Robocalls, texts, and emails.	Supplementary Interpretation Costs 5000-5999: Services And Other Operating Expenditures Title I 1000	Cost of extra translations into Spanish 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	We held parent education nights for college entry, financial aid, interest meetings for prospective 9th grade students and families, Back to School Night, as well as information sessions on our sex ed program.	Consultants/presenters 5000-5999: Services And Other Operating Expenditures Title I 2000	This service did not have costs attached for this year 5000-5999: Services And Other Operating Expenditures Title I 0
Quarterly ELAC Meeting materials and supplies.	All supplies were provided.	Supplementary Material and supplies costs 5000-5999: Services And Other Operating Expenditures Title III 416	Materials were used for ELAC meetings 5000-5999: Services And Other Operating Expenditures Title III 416
Create systems of parent notification and awareness using RoboCalls, School Website, the Marquee,	Existing communication systems were utilized and administrative staff trained in their efficient use.	None 0	None 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
the new communication system via Infinite Campus, email and direct mailing.			
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.	ELAC representatives attended DELAC meetings. Parents were surveyed via the Panorama surveys and the California School Climate Parent Survey.	None 0	None 0

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We held ELAC/DELAC meetings, provided parent education nights, and efficiently utilized our communication systems in English and Spanish.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our goals were met for parent involvement and communication.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Parent education did not incur any charges.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Integrated communication system to inform parents and students of critical information, including in emergencies. Increase consistent information to our local media, and research and consider integrating our social media presence.

Annual Review and Update

SPSA Year Reviewed: 2017-18

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%

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Annual hours of mental health counseling provided	Increase in mental health service hours provided	Doubled our mental health services from previous years.
Alternatives to Suspension Referrals	Reduction in days off campus, replaced by access to drug and alcohol or mental health services.	The suspension rate increased from 4.4% to 7%, although the absolute number of suspensions dropped from 44 to 34. The number of days out of class dropped from 146 days to 107 days.
Referrals to outside mental health services	Referrals would increase as administration and counselors recognized issues and recommended counseling services appropriately.	Referrals actually increased for in-house services made possible by the expansion of School-Linked Services here on campus.
Referrals to Peer Helpers	More students trained and able to assist students, increase in referrals.	In 2017-18, 22 students were trained as peer helpers, on top of the 19 from the previous year. In the last three years there have been over 70 mental health referrals to the peer program.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Doubled our mental health services from previous years.	Work with all the groups to make sure students are supported. This will be supported and paid from other funding sources.	
Monthly meetings of the Health and Wellness Committee to focus on student well being	Continued monthly meetings.	Voluntary Time	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	Not utilized by the teachers eligible for the program.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I 2500	none 1000-1999: Certificated Personnel Salaries Title I 0
Funding for Teachers to take students on academic enriching field trips	Teachers and counselors took students on academic enrichment field trips.	Supervision costs 1000-1999: Certificated Personnel Salaries Title I 5004	Supervision costs 1000-1999: Certificated Personnel Salaries Title I 998

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We greatly expanded mental health services available, and reduced the days of suspension for students with drug and alcohol or anger issues. We did not have a need for outside MH referrals due to the increased in-house capacity, and expanded the reach and effectiveness of our Peer Helper program.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The Health & Wellness Committee helped fund the increase in mental health services. The Alternatives of Suspension program reported effective communication with students, and there is a lack of recidivism.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Funding was not utilized for the teachers who have "re-entered" teaching after years of either being out of the field, or having taught in academic environments unlike HMBHS.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have redefined some of the areas of this goal: Increase the number of services available to students, including Social/Emotional Health Services, student positive behavior education, and continue PBIS to support a positive climate on our campus.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	47591.02	0.00
Title III	9053.50	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	47,591.02
Title III	9,053.50

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	6,500.00
5000-5999: Services And Other Operating Expenditures	28,591.02
5800: Professional/Consulting Services And Operating Expenditures	21,553.50

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Title I	4,500.00
5000-5999: Services And Other Operating Expenditures	Title I	28,591.02
5800: Professional/Consulting Services And Operating Expenditures	Title I	14,500.00
4000-4999: Books And Supplies	Title III	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	7,053.50

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:

1 School Principal

3 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
John Nazar	Principal
Grame Westwood	Classroom Teacher
Anne Ryckebusch	Classroom Teacher
Evan Lurie	Classroom Teacher Secondary Student
Julia Smith	Other School Staff
Yadira Acosta	Other School Staff Parent or Community Member
Elizabeth Squires	Parent or Community Member
Kelly Bilke	Parent or Community Member
Sophia Pappalardo	Secondary Student
Daniela Corona	Secondary Student

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 expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
[redacted]	English Learner Advisory Committee
[redacted]	Departmental Advisory Committee
[redacted]	Other: High School Foundation, Health and Wellness Committee, Agriculture Boosters, Sports Boosters

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.

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.

This SPSA was adopted by the SSC at a public meeting on Nov 28, 2018.

Attested:

[redacted]	Principal, John Nazar on 11/29/2018
[redacted]	SSC Chairperson, Sophia Pappalardo on 11/29/2018

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Pilarcitos High School
Address	498 Kelly Ave. Half Moon Bay, CA, 94019
County-District-School (CDS) Code	41688904130027
Principal	Rajan Bechar
District Name	Cabrillo Unified School District
SPSA Revision Date	September through November 2018
Schoolsite Council (SSC) Approval Date	November 8, 2018
Local Board Approval Date	January 17, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

We recognize the importance of offering an alternative learning environment which provides students with an opportunity to:

- complete the required academic course of instruction to graduate from high school.
- 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.
- receive holistic support for their physical, emotional and mental health.

In this type of atmosphere, we believe we can help students to:

- clarify their personal and educational values
- develop a positive self-concept
- achieve their personal and educational goals
- become more productive citizens

Lastly, the Pilarcitos High School family works together to create:

- a peaceful learning environment
- a safe setting to explore academic, social, and emotional success
- an atmosphere of unconditional support and guidance to continue on our path of lifelong learning

School Profile

Pilarcitos High School is a continuation high school in Cabrillo Unified School District. With a total enrollment of 42 students, we focus on individualized learning and credit recovery with the goal of obtaining one of the following:

- High school diploma
- GED (General Education Diploma)
- HiSET (High School Equivalency Test)
- CHSPE (California High School Proficiency Exam)
- We offer classes and programs on our brand-new state of the art campus which includes three classrooms, an admin building, a multi-use room, an outdoor quad area, and a basketball court.

CURRICULUM

- Pilarcitos offers a wide range of classes and off campus electives to meet graduation requirements, including:
- Agricultural Science Program at Potrero Nuevo Farm
- Farm to Desk cooking program
- Physical Science/Art at Francis State Beach
- Cipher music program
- Instrumental music program
- Leadership Program
- Middle School Mentoring program in partnership with San Mateo County Sheriff’s Department
- Work experience program

SCHOOL CLIMATE

In an effort to improve school climate and nurture the mental health needs of our students Pilarcitos is currently practicing PBIS (Positive Behavioral Interventions and Supports), Restorative Justice, and Dynamic Mindfulness. Furthermore, our students have access to individual and group counseling.

GRADUATION REQUIREMENTS AND GRADING

Graduation requirements include 4 years of English (40 credits) 3 years of Mathematics (30 credits) 4 years of Social Studies (40 credits), 2 years of Science and Physical Education (20 credits), 1 year of Fine Arts (10 credits), and 70 credits of Electives, for a total of 230 credits.

Letter grades A through F are awarded for most courses.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our School Site Council, consisting of the principal, administrative assistant, classroom teachers, parents, and student representative were meaningfully involved with the development of the SPSA, School Plan for Student Achivement. During our School Site Council Meetings in September through November of 2018, the school site council provided extensive feedback, input as well as reviewed last year's SPSA, and analyzed data to develop our goals and the actions to be taken to reach these goals.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.0%	3.1%	3.33%	0	1	1
African American	0.0%	0.0%	0%	0	0	0
Asian	0.0%	0.0%	0%	0	0	0
Filipino	0.0%	0.0%	0%	0	0	0
Hispanic/Latino	78.4%	84.4%	80.00%	29	27	24
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	18.9%	9.4%	13.33%	7	3	4
Multiple/No Response	2.7%	0.0%	0%	1	0	0
			Total Enrollment	37	32	30

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade3			0
Grade 4			0
Grade 5			0
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10		2	1
Grade 11		4	10
Grade 12		26	19
Total Enrollment		32	30

Conclusions based on this data:

1. The enrollment has remained primarily Hispanic/Latino at 80% in 2017-2018.

2. In 2017-2018, the second largest enrollment by subgroup was White at 13.33%.

3. The number of students enrolled in 11th grade increased from 4 to 10 students and decreased for 12th graders from 26 to 19. The trend from 2016-2017 to 2017-2018 shows that students are being enrolled in their alternative education earlier in their career, allowing them a greater chance to reach their educational goal.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	15	18	14	40.5%	56.3%	46.7%
Fluent English Proficient (FEP)	13	7	8	35.1%	21.9%	26.7%
Reclassified Fluent English Proficient	1		2	7.1%	0.0%	11.1%

Conclusions based on this data:

1. From 2016-17 to 2017-18 the percentage of English Learners decreased from 56.3% to 46.7%.
2. From 2016-17 to 2017-18 the percentage of Fluent English Proficient students increased from 21.9% to 26.7%.
3. From 2016-17 to 2017-18 the percentage of Reclassified Fluent English increased from 0.0% to 11.1%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	15	*	*	11	*	*	9	*	*	73.3		
All Grades	15	*	*	11	*	*	9	*	*	73.3		

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2525.	*	*	0	*	*	44	*	*	11	*	*	44	*	*
All Grades	N/A	N/A	N/A	0	*	*	44	*	*	11	*	*	44	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	13	*	*	63	*	*	25	*	*
All Grades	13	*	*	63	*	*	25	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	11	*	*	33	*	*	56	*	*
All Grades	11	*	*	33	*	*	56	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	*	*	78	*	*	22	*	*
All Grades	0	*	*	78	*	*	22	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	13	*	*	63	*	*	25	*	*
All Grades	13	*	*	63	*	*	25	*	*

Conclusions based on this data:

1. An asterisk (*) appears on public reports to protect student privacy when 10 or fewer students had valid test scores.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	14	*	*	9	*	*	4	*	*	64.3		
All Grades	14	*	*	9	*	*	4	*	*	64.3		

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. An asterisk (*) appears on public reports to protect student privacy when 10 or fewer students had valid test scores.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 10	*	*	*	*
Grade 11	*	*	*	*
Grade 12	*	*	*	*
All Grades				14

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10					*	*			*
Grade 11	*	*	*	*	*	*	*	*	*
Grade 12			*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	14

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10			*	*					*
Grade 11	*	*	*	*					*
Grade 12	*	*	*	*			*	*	*
All Grades	*	*	*	*			*	*	14

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10							*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
Grade 12			*	*	*	*			*
All Grades	*	*	*	*	*	*	*	*	14

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10	*	*	*	*			*
Grade 11	*	*	*	*			*
Grade 12	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	14

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10	*	*	*	*			*
Grade 11	*	*	*	*			*
Grade 12	*	*	*	*			*
All Grades	11	78.57	*	*			14

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10					*	*	*
Grade 11	*	*	*	*	*	*	*
Grade 12			*	*	*	*	*
All Grades	*	*	*	*	*	*	14

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10			*	*			*
Grade 11	*	*	*	*			*
Grade 12	*	*	*	*			*
All Grades	*	*	12	85.71			14

Conclusions based on this data:

1. An asterisk (*) appears on public reports to protect student privacy when 10 or fewer students had valid test scores.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	**All Students Performance**	**Total Student Groups**	**Student Groups in Red/Orange**
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.

School and Student Performance Data

Status and Change Report
Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	**Cumulative Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rates**

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.

School and Student Performance Data

Status and Change Report
Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Suspension Rate				

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.

School and Student Performance Data

Status and Change Report
English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Learner				

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	**Students Performance**	**Status**	**Change**
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A		N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.

School and Student Performance Data

Status and Change Report
Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**

Graduation Rate (9-12)

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.

School and Student Performance Data

Status and Change Report
College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 College/Career Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status (Percent Prepared)**	**Change**
College/Career	N/A			N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2017 College/Career Report				
Student Group	**Student Performance**	**Number of Students**	**Status (Percent Prepared)**	**Change**
All Students	N/A			N/A
English Learners	N/A			N/A
Foster Youth	N/A			N/A
Homeless	N/A			N/A
Socioeconomically Disadvantaged	N/A			N/A
Students with Disabilities	N/A			N/A
African American	N/A			N/A
American Indian	N/A			N/A
Asian	N/A			N/A
Filipino	N/A			N/A
Hispanic	N/A			N/A
Pacific Islander	N/A			N/A
Two or More Races	N/A			N/A
White	N/A			N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Assessment Performance Results

Assessment	Number of Students	Status	Change

English Language Arts (Grade 11)

Mathematics (Grade 11)

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.

School and Student Performance Data

Status and Change Report
English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Language Arts (3-8)				

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**

Additional ELA Assessment Data for English Learners (EL)
The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	**Number of Students**	**Status**	**Change**
EL - Reclassified Only			
EL - English Learner Only			
English Only			

ELA California Alternate Assessment (CAA) Data
The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	**Number of Students**	**Level 1**	**Level 2**	**Level 3**
English Language Arts (3-8)				

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.

School and Student Performance Data

Status and Change Report
Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Mathematics (3-8)				

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**

Additional Math Assessment Data for English Learners
The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	**Number of Students**	**Status**	**Change**
EL - Reclassified Only			
EL - English Learner Only			
English Only			

Math California Alternate Assessment (CAA) Data
The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	**Number of Students**	**Level 1**	**Level 2**	**Level 3**
Mathematics (3-8)				

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.

School and Student Performance Data

Detailed Report
Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	**2016**	**2017**

English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	**Prepared**	**Approaching Prepared**	**Not Prepared**

Class of 2016

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

Academic Indicators (Grades 3-8)		
Indicator	**2016**	**2017**

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	**2016**	**2017**

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.

School and Student Performance Data

Detailed Report
School Conditions and Climate

Suspension		
Indicator	**2016**	**2017**
Suspension	()	()

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.

School and Student Performance Data

Detailed Report
Academic Engagement

Graduation			
Indicator	**2015**	**2016**	**2017**

Graduation

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	**Chronic Absenteeism**	**Suspension Rate**	**English Learner Progress**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**College/ Career**
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Achievement: Literacy and Reclassification

Goal Statement

a. Increase the English Learner (EL) graduation rate by 5% by June, 2019.
b. Maintain at least a 75% graduation rate for English Only (EO) students by June, 2019.

LCAP 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.

Basis for this Goal

1. Graduation rates of EL and EO students.
2. Weekly assessment of students' academic contract by teacher/counselor/mentor .
3. Continual transcript analysis.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Graduation data	English Learners graduation rate: 43% graduated in 2017-18 English Only graduation rate: 75% graduated in 2017-18	English Learners graduation rate: 48% graduated in 2018-19 English Only graduation rate: at least 75% graduated in 2018-19

Planned Strategies/Activities

Strategy/Activity 1

Research designated ELD curriculum options and decide on curriculum to pilot.

Students to be Served by this Strategy/Activity

English Learners

Timeline

The pilot program will begin in January, 2019 and a decision is anticipated by June, 2019 to present to the board.

Person(s) Responsible

Common Core Curriculum Developer (English), Principal, Director of Categorical Programs

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Teachers will receive nine-hour long professional learning sessions in designated and integrated ELD from Director of Categorical Programs during collaboration time.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2018 - June 2019

Person(s) Responsible

Principal, Director of Categorical Programs and teaching staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Explore the connection between emotional intelligence and higher academic achievement through the use of Social and Emotional Learning approaches in the classroom.

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-19

Person(s) Responsible

Teaching Staff and Principal

Proposed Expenditures for this Strategy/Activity

Amount	360
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher/presenter time to prepare for two Super Tuesday Professional Development sessions
Amount	35.08
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplies and materials for professional development

Strategy/Activity 4

Peer tutoring with instructor present in classroom

Students to be Served by this Strategy/Activity

English Learners

Timeline

Spring 2019

Person(s) Responsible

Teaching staff and principal

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

College and Career Readiness

Goal Statement

Increase the average score of the Panorama Student Survey by 0.3 of a point in the Grit and Valuing of School topics by Spring 2019 in order to develop student awareness of, and increase exposure to, career opportunities and college readiness.

LCAP Goal

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

Basis for this Goal

The Grit and Valuing of School topics from the Fall 2017 Panorama Student Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The Grit and Valuing of School topics from the Fall 2017 Panorama Student Survey	Favorable responses based on a scale from 1-5: Grit 3.6; Valuing of School 3.7	Favorable responses based on a scale from 1-5: Grit at least 3.9; Valuing of School at least 4.0

Planned Strategies/Activities

Strategy/Activity 1

Schedule four college field trips focused on college readiness including entrance requirements, orientation, registration and admission.
1. City College of San Francisco
2. Skyline College
3. Canada College
4. College of San Mateo

Students to be Served by this Strategy/Activity

12th graders

Timeline

August 2018 - June 2019

Person(s) Responsible

Principal and all staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Schedule four guest speakers featuring career opportunities of high interest for students as a way to increase knowledge and awareness of trades in these fields and seek opportunities for visits and shadowing:
1. Steve Booker: Trades Introduction Program (TIP)
2. Coastside County Water District Plant representative
3. Josie Rodriguez: Makeup Artist
4. Lacey Clark: Cosmetology

Students to be Served by this Strategy/Activity

12th graders

Timeline

August 2018 - June 2019

Person(s) Responsible

Principal and staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Create an exit survey for graduating seniors to determine students' plans for college and career

Students to be Served by this Strategy/Activity

12th graders

Timeline

December, 2018 and June, 2019

Person(s) Responsible

Principal and La Costa Adult School Transition Navigator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Review, select and implement a Panorama Student Survey strategy recommended to increase either Grit and/or Valuing of School

Students to be Served by this Strategy/Activity

All students

Timeline

Spring semester 2019

Person(s) Responsible

Principal and staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Administer California Career Zone interest survey to all students

Students to be Served by this Strategy/Activity

All students

Timeline

March, 2019

Person(s) Responsible

Principal and staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

All 12th grade students attend the Community College Fair at Half Moon Bay High School

Students to be Served by this Strategy/Activity

12th graders

Timeline

February, 2019

Person(s) Responsible

Principal and staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Calendar and facilitate Rotary and Chamber of Commerce Career Week

Students to be Served by this Strategy/Activity

All students

Timeline

March, 2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Communication Plan to Support Parent Involvement

Goal Statement

The following four objectives were designed to ensure parent awareness of school activities, to cultivate a supportive small school community, partner with families in improving student attendance and academic performance, and to garner parent participation in shaping the direction of the following school initiatives:

1. Increase attendance at the Fall 2018 Parent-Teacher Conferences and Fall 2019 Family Orientation Night by 5%.
2. Maintain at least a score of 4.6 for families responding favorably on the 2018-19 Panorama Family Survey within the topic of Barriers to
Engagement.
3. Increase the average score of the 2018-19 Panorama Family Survey by 0.5 of a point in the Family Engagement topic.
4. Maintain at least 3 parent representatives on our School Site Council (SSC).

LCAP Goal

Implement a stakeholder communication plan to support parental involvement.

Basis for this Goal

1. Fall 2018 Family Orientation Night and Fall 2017 Parent-Teacher Conferences attendance
2. Barriers to Engagement topic from the 2017-18 Panorama Family Survey
3. Family Engagement topic from the 2017-18 Panorama Family Survey
4. The number of School Site Council parent representatives for the 2017-18 school year

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Fall 2018 Parent-Teacher Conferences Attendance Records and Fall 2019 Family Orientation Night Attendance Records	Fall 2017 Parent-Teacher Conferences = 44% attendance; Fall 2018 Family Orientation Night = 44% attendance	Fall 2018 Parent-Teacher Conferences = 49% attendance; Fall 2019 Family Orientation Night = 49% attendance
Barriers to Engagement topic of the 2018-19 Panorama Family Survey	Favorable responses based on a scale from 1-5: Barriers to Engagement 4.6	Favorable responses based on a scale from 1-5: Barriers to Engagement at least 4.6
Family Engagement topics of the 2018-19 Panorama Family Survey	Favorable responses based on a scale from 1-5: Family Engagement 2.9	Favorable responses based on a scale from 1-5: Family Engagement 3.4
2018-19 School Site Council Membership	Four parent representatives	At least 3 parent representatives

Planned Strategies/Activities

Strategy/Activity 1

Adopt a formal definition of parent involvement, taking into consideration both the needs and barriers, as well as the strengths and skills that parents offer as they engage in their students' education.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-19

Person(s) Responsible

Principal and staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Create a Family Support Group where families, school and district staff meet three times a year . At these meetings, families can learn about and get referrals to support services including but not limited to adult education, mental health therapy, parenting education and health care.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-19

Person(s) Responsible

Principal and staff

Proposed Expenditures for this Strategy/Activity

Amount	255
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Provide snacks for families
Amount	334.20
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide teacher compensation to attend after school Family Support Group meetings.

Strategy/Activity 3

Review, select and implement a Panorama Parent Survey strategy recommended to increase favorable responses within the topics of Barriers to Engagement and/or Family Engagement

Students to be Served by this Strategy/Activity

All students

Timeline

2018-19

Person(s) Responsible

Principal and staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Positive School Climate: Safe and Supported Schools

Goal Statement

The following four objectives were designed to support safety and a positive school climate:

1. Increase the average score of the Panorama Student Survey by 0.3 of a point in the School Belonging topic and 0.1 of a point in the School
Climate topic by Spring 2019
2. Increase attendance rates by 2% by June 2019
3. Limit the number of suspensions to fewer than 5 by June 2019
4. Maintain an expulsion rate of zero percent

LCAP Goal

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

Basis for this Goal

1. Attendance, suspension and expulsion data for the 2015-16, 2016-17 and 2017-18 school years
2. The School Belonging and School Climate topics from the 2017-18 Panorama Student Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School Belonging and School Climate topic of the 2018-19 Panorama Student Survey	2017-18 Panorama Student Survey favorable responses based on a scale from 1-5 for the: School Belonging 3.7; School Climate 4.4	2018-19 Panorama Student Survey favorable responses based on a scale from 1-5: School Belonging 4.0; School Climate 4.5
2018-19 attendance data	2017-18 attendance = 71.48%	2018-19 attendance = 73.48%
2018-19 suspension data	2017-18 # of student suspended = 2	2018-19 suspension rate = at most 4 students
2018-19 expulsion data	2017-18 # of student expelled = 0	2018-19 # of student expelled = 0

Planned Strategies/Activities

Strategy/Activity 1

Work with Positive Behavioral Interventions and Supports (PBIS) Consultant Patricia McRae to complete Tier 1 PBIS implementation. Two Professional Development sessions will be dedicated to PBIS Tier 1 Implementation.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 and March 2019

Person(s) Responsible

Principal and staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Calendar annual Challenge Day or ropes course for all students and staff. Challenge Day is a transformative social-emotional workshop that breaks down divisions and biases, increases students' self-esteem and motivation, and improves academic achievement and school culture. Pilarcitos' ropes course field trip is a life-changing, social-emotional experience. Participation in the ropes course activities increases students' self-esteem and motivation, teaches positive risk-taking skills, builds on collaborative, team-building curriculum already implemented on campus, and improves academic achievement and school culture.

Students to be Served by this Strategy/Activity

All Students

Timeline

Spring 2019

Person(s) Responsible

Principal and staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Ropes Course Consultant

Strategy/Activity 3

Review, select and implement a Panorama Student Survey strategy recommended to increase favorable responses within the topics of School Belonging and/or School Climate

Students to be Served by this Strategy/Activity

All students

Timeline

2018-19

Person(s) Responsible

Principal and staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Half Moon Bay Rotary - Pilarcitos High School, Student Recognition Luncheon

Students to be Served by this Strategy/Activity

All students

Timeline

August, 2017-June, 2018

Person(s) Responsible

Principal and staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Two Professional Development sessions will be dedicated to Restorative Justice (RJ) implementation. RJ consultant Rita Alfred will lead these two professional development sessions. She will also train and work with staff during collaboration time, staff meetings, and in the classroom to ensure comprehensive implementation. RJ in schools is a 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, ELD, and mathematics.

Students to be Served by this Strategy/Activity

All students

Timeline

Spring 2018

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Restorative Justice consultant fees
Amount	1000
Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Restorative Justice consultant fees

Strategy/Activity 6

Continue the implementation of Dynamic Mindfulness, which integrates mindful movement, breathing techniques and meditation for stress management, self-care and healing from personal and secondary trauma. This program supports all four elements of this goal.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-19

Person(s) Responsible

Principal and staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

CVS "One Choice Changes Everything Presentation" This presentation has specific facts, cases and videos from real teenagers and families that have experienced or are experiencing the effects of prescription drug abuse among teenagers.

Students to be Served by this Strategy/Activity

All students

Timeline

Spring 2018

Person(s) Responsible

Principal and staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Explore and become knowledgeable about alternatives to suspension

Students to be Served by this Strategy/Activity

All students

Timeline

2018-19

Person(s) Responsible

Principal and staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Ensure supports provided by School Linked Services are strengthened

Students to be Served by this Strategy/Activity

All students

Timeline

2018-19

Person(s) Responsible

Principal and staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 10

.

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Increase the English Language Learner (ELL) graduation rate by 5% by June 2018.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2017-18 EL Graduation Rate	2017-18 EL Graduation Rate = 42%	2017-18 EL Graduation Rate = 43%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Research designated ELD curriculum options. Decide on curriculum to pilot.	Researched designated ELD curriculum options. A pilot curriculum will be selected in 2018 2019.		
Teachers will receive 9 hour long professional learning sessions in designated and integrated ELD from Director of Categorical Programs during collaboration time.	Teachers participated in 9 hour long professional learning sessions in designated and integrated ELD from Director of Categorical Programs during collaboration time.		
Renew IXL (online supplementary English curriculum for ELL's)	Renewed IXL (online supplementary English curriculum for ELL's)	curriculum 4000-4999: Books And Supplies Title I 300	curriculum 4000-4999: Books And Supplies Title I 300
Peer tutoring program between Half Moon Bay High School Reclassified Fluent English Proficient (RFEP) students and Pilarcitos High School ELL students	Peer tutoring program between Half Moon Bay High School Reclassified Fluent English Proficient (RFEP) students and Pilarcitos High School ELL students was discussed but logistically prohibitive.		
Two Super Tuesday Professional Learning sessions will be dedicated to Integrated ELD training	Two Super Tuesday Professional Learning sessions were dedicated to Integrated ELD training		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We planned five actions/services and four were completed whereas the fifth one was explored but found to be logistically prohibitive.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The completed actions/services were found to be overall effective as evidenced by the goal being exceeded.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

n/a

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

1. The following element was added to the goal: Increase the English Language Learner (ELL) graduation rate by 5% by June 2018.
2. The IXL curriculum will not be renewed, thus the $300 to purchase it will not be allocated.
3. Establishing a peer tutoring program between Half Moon Bay High School Reclassified Fluent English Proficient (RFEP) students and Pilarcitos
High School ELL students will not be pursued.
4. Super Tuesday Professional Learning sessions will be dedicated to topics other than Integrated ELD training.

These changes can be found in Planned Improvements: Goal #1

Annual Review and Update

SPSA Year Reviewed: 2017-18

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Grit topic of the 2017-18 Panorama Student Survey	Grit topic of the 2017-18 Panorama Student Survey = 3.7	Grit topic of the 2017-18 Panorama Student Survey = 3.6
Valuing of School topic of the 2017-18 Panorama Student Survey	Valuing of School topic of the 2017-18 Panorama Student Survey = 3.7	Valuing of School topic of the 2017-18 Panorama Student Survey = 3.7

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Schedule 4 college field trips focused on entrance requirements, orientation and admission. 1. City College of San Francisco 2. Skyline College 3. Canada College 4. College of San Mateo	Scheduled and completed 4 college field trips focused on entrance requirements, orientation, and admission. 1. City College of San Francisco 2. Skyline College 3. Canada College 4. College of San Mateo		
Schedule 6 guest speakers featuring career opportunities of high student interest 1. Steve Booker: Trades 2. Skyline College Automotive Program	Scheduled and hosted 2 guest speakers featuring career opportunities of high student interest 1. Steve Booker: Trades 2. Skyline College Automotive Program		
Create an exit survey for graduating seniors to determine students' plans for college and career	Exit survey for graduating seniors to determine students' plans for college and career was drafted but not administered		
Review, select and implement Panorama Student Survey strategies recommended to increase Grit and Valuing of School	Panorama Student Survey strategies recommended to increase Grit and Valuing of School were reviewed. Selection		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	and implementation is projected for 2018-19.		
Administer California Career Zone interest survey to all students	California Career Zone interest survey was administered to some students		
Have all students attend the Community College Fair at Half Moon Bay High School	Some students attended the Community College Fair at Half Moon Bay High School		
Create College and Career Information Binder that will be available to all students	College and Career Information Binder was not created.		
Calendar and facilitate Rotary and Chamber of Commerce Career Week	Rotary and Chamber of Commerce Career Week was calendared and facilitated		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We planned eight actions/services; two were completed, five were partially completed and one was not completed due to limitations on available resources.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The completed actions/services were found to be overall effective. In the Grit topic we almost met our goal. Grit increased by 0.4 of a point. In the Valuing of School topic we met our goal. The Valuing of School topic increased by 0.5 of a point.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

n/a

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

1. The goal was changed as follows: Increase the average score of the Panorama Student Survey by 0.3 of a point in the Grit and Valuing of School
topics by Spring 2019 in order to develop student awareness of, and increase exposure to, career opportunities and college readiness.
2. We will schedule 4 guest speakers featuring career opportunities of high interest for students as a way to increase knowledge and awareness of
trades in these fields and seek opportunities for visits and shadowing.
3. Our 4th action/service was amended as follows: Review, select and implement a Panorama Student Survey strategy recommended to increase
either Grit and/or Valuing of School.
5. The following action/service, Create College and Career Information Binder that will be available to all students, will not be a part of the 2018-19
SPSA.

These changes can be found in Planned Improvements: Goal #2

Annual Review and Update

SPSA Year Reviewed: 2017-18

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)

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Fall 2018 Family Orientation Night Attendance Records and Fall 2017 Parent-Teacher Conferences Attendance Records	Fall 2018 Family Orientation Night Attendance = 73% and Fall 2017 Parent-Teacher Conferences Attendance = 67.5%	Fall 2018 Family Orientation Night Attendance = 44% and Fall 2017 Parent-Teacher Conferences Attendance = 44%
Barriers to Engagement topic of the 2017-18 Panorama Family Survey	Barriers to Engagement topic of the 2017-18 Panorama Family Survey = at least 85%	Barriers to Engagement topic of the 2017-18 Panorama Family Survey = 92%
Family Engagement topic of the 2017-18 Panorama Family Survey	Family Engagement topic of the 2017-18 Panorama Family Survey = 16%	Family Engagement topic of the 2017-18 Panorama Family Survey = 58%
2017-18 School Site Council Membership	2017-18 School Site Council Membership includes 3 Parent Representatives	2017-18 School Site Council Membership included 3 Parent Representatives

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Redefining 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 was discussed extensively and brainstormed throughout the school year.		
Create a support system to engage families	Creating a support system to engage families		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
including, but not limited to home visits, breakfast with the principal, and an open door policy for all families and community.	including, but not limited to home visits and breakfast with the principal was not implemented. An open door policy for all families and community was definitively established.		
Review, select and implement Panorama Parent Survey strategies recommended to increase favorable responses within the topics of Barriers to Engagement and Family Engagement	Panorama Parent Survey strategies recommended to increase favorable topics within the topics of Grit and Valuing of School were reviewed. Selection and implementation are projected for 2018-19.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We planned three actions/services; all were partially completed as detailed below:

- Throughout the school year, we engaged in discussions around redefining parent involvement. We discussed the needs, barriers, the strengths and

skills parents bring as they engage in their students' education.

- An open door policy for all families and community was definitively established. While home visits and breakfast with the principal were not

implemented, meetings with the principal are planned for 2018-19.

- Panorama Parent Survey strategies recommended to increase favorable topics within the topics of Grit and Valuing of School were reviewed.

Selection and implementation are projected for 2018-19.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The completed actions/services were found to be overall effective; of the goal's four elements, two were exceeded, one was met and one was not met.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

n/a

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

1. The goal was changed as follows:

The following four objectives 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-Teacher Conferences and the Fall 2019 Family Orientation Night by 5%.
2. Maintain at least a score of 4.6 for families responding favorably on the 2018-19 Panorama Family Survey within the topic of Barriers to
Engagement.
3. Increase the average score of the 2018-19 Panorama Family Survey by 0.5 of a point in the Family Engagement topic.
4. Maintain at least 3 parent representatives on our School Site Council (SSC).

2. Our 1st action/service was amended as follows: adopt a formal definition of parent involvement at Pilarcitos High School taking into consideration
the needs and barriers as well as the strengths and skills that parents offer as they engage in their students' education.

3. Our 2nd action/service was amended as follows: create a Family Support Group where families, school and district staff meet three times a year.
At these meetings, families can learn about and get referrals to support services including but not limited to adult education, mental health therapy,
parenting education, and healthcare.

4. Our 3rd action/service was amended as follows: review, select and implement a Panorama Parent Survey strategy recommended to increase
favorable responses within the topics of Barriers to Engagement and/or Family Engagement.

These changes can be found in Planned Improvements: Goal #3

Annual Review and Update

SPSA Year Reviewed: 2017-18

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School Belonging and School Climate topic of the 2017-18 Panorama Student Survey	School Belonging = 3.5 and School Climate = 3.8	School Belonging = 3.7 and School Climate = 4.4
2017-18 attendance data	2017-18 attendance = 73.79%	2017-18 attendance = 71.48%
2017-18 suspension data	2017-18 suspension rate = 6.9%	2017-18 suspension rate = 3.6%
2017-18 expulsion data	2017-18 expulsion rate = 0%	2017-18 expulsion rate = 0%

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Complete Tier 1 implementation Positive Behavioral Interventions and Supports (PBIS). Two Super Tuesday Professional Learning sessions will be dedicated to PBIS Tier 1 Implementation	Tier 1 implementation of Positive Behavioral Interventions and Supports (PBIS) was partially completed. Two Super Tuesday Professional Learning sessions were dedicated to PBIS Tier 1 Implementation		
Calendar annual Challenge Day or Ropes Course 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. Pilarcitos' ropes course field trip is a life-changing,	Ropes Course was calendared and completed	Challenged Day and supplementary curriculum to support student engagement. 5800: Professional/Consulting Services And Operating Expenditures Title I 1000	Ropes Challenge Course 5800: Professional/Consulting Services And Operating Expenditures Title I 1000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
social-emotional experience. Participation in the ropes course activities increases students' self esteem and motivation, teaches positive risk taking skills, builds on collaborative, team building curriculum already implemented on campus, and improves academic achievement and school culture.			
One teacher will attend Substance Use Disorder (SUD) Prevention 101 Training	One teacher attended Substance Use Disorder (SUD) Prevention 101 Training		
HMB Rotary-PHS Student Recognition Luncheon	4 HMB Rotary-PHS Student Recognition Luncheons were completed		
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.	Staff attended 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.	Consultant Fees 5800: Professional/Consulting Services And Operating Expenditures Title I 1000 Consultant Fees 5800: Professional/Consulting Services And Operating Expenditures Title III 1900 Restorative Justice Materials 4000-4999: Books And Supplies Title I 500	Consultant Fees 5800: Professional/Consulting Services And Operating Expenditures Title I 1000 Consultant Fees 5800: Professional/Consulting Services And Operating Expenditures Title III 1900 Professional Development Expenses 5000-5999: Services And Other Operating Expenditures Title I 650
Promote the importance of attendance in Coyote Advisory. Recognize students with improved attendance during Coyote Circle.	The importance of attendance in Coyote Advisory was promoted. Students with the best attendance were recognized weekly during Coyote Circle.		
Implement Dynamic Mindfulness Practice	Dynamic Mindfulness Practice was implemented		
CVS "One Choice Changes Everything Presentation" This presentation has specific	The CVS "One Choice Changes Everything Presentation" took place.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
facts, cases and videos from real teenagers and families that have experienced or are experiencing the effects of prescription drug abuse among teenagers.			
Provide additional opportunities for teaching and learning with PBIS Posters	PBIS Posters were purchased additional opportunities for teaching and learning were apparent.	Supplementary instructional materials 4000-4999: Books And Supplies Title I 300	Supplementary instructional materials 4000-4999: Books And Supplies Title I 340

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We planned eight actions/services; seven were completed and one was partially completed.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The completed actions/services were found to be overall effective; of the goal's four elements, two were exceeded, one was met and one was not met.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

1. We budgeted $500 of Title I funds for Restorative Justice Materials. We instead spent $650 for Professional Development Expenses.
2. We under budgeted $300 for supplementary instructional materials related to PBIS. The actual expenditure was $340

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

1. The goal was changed as follows:
The following four objectives were designed to support safety and a positive school climate:
1. Increase the average score of the Panorama Student Survey by 0.3 of a point in the School Belonging topic and 0.1 of a point in the School
Climate topic by Spring 2019
2. Increase attendance rates by 2% by June 2019
3. Limit the number of suspensions to fewer than 5 by June 2019
4. Maintain an expulsion rate of zero percent

2. Our first action/service was amended as follows: Work with Positive Behavioral Interventions and Supports (PBIS) Consultant Patricia McCrae to
complete Tier 1 PBIS implementation. Two Super Tuesday Professional Development sessions will be dedicated to PBIS Tier 1 Implementation.

3. Our third action/service will not continue due to a limited application.

4. The following action/service was added: Review, select and implement a Panorama Student Survey strategy recommended to increase favorable
responses within the topics of School Belonging and/or School Climate

5. Our fifth action/service was amended as follows: Two Super Tuesday Professional Development sessions will be dedicated to Restorative Justice

(RJ) implementation. RJ Consultant Rita Alfred will lead these two professional development sessions. She will also train and work with staff during
collaboration time, staff meetings, and in the classroom to ensure comprehensive implementation. 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, ELD, and mathematics.

6. Our sixth action/service will not continue to be a goal because it has now been completely enveloped within our ongoing practices.

7. Our seventh action/service was amended as follows: Continue the implementation of Dynamic Mindfulness, which integrates mindful movement,
breathing techniques and meditation for stress management, self-care and healing from personal and secondary trauma. This program supports all
four elements of this goal.

8. The following action/service was added: Explore and become knowledgeable about alternatives to suspension.

9. The following action/service was added: Ensure the supports provided by School Linked Services are strengthened

These changes can be found in Planned Improvements: Goal #4

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	2650.08	0.00
Title III	1334.20	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	2,650.08
Title III	1,334.20

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	694.20
4000-4999: Books And Supplies	290.08
5800: Professional/Consulting Services And Operating Expenditures	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	360.00
4000-4999: Books And Supplies	Title I	290.08
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00
1000-1999: Certificated Personnel Salaries	Title III	334.20
5800: Professional/Consulting Services And Operating Expenditures	Title III	1,000.00

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:

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

1 Secondary Students

Name of Members	Role
Rajan Bechar	Principal
Jackie Sullivan	Other School Staff
Courtney Parreira	Classroom Teacher
Dudley Hughes	Classroom Teacher
Lizeth Bendana	Classroom Teacher
Jennifer Souza	Parent or Community Member
Sean Donovan	Parent or Community Member
Deborah Fountain	Parent or Community Member
Dolly Smith	Parent or Community Member
Alexander Muirragui	Secondary Student

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 expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on 10/8/18.

Attested:



Principal, Rajan Bechar on 11/08/2018



SSC Chairperson, Jennifer Souza on 11/08/2018

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: January 17, 2019

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

BOARD AGENDA NUMBER: 15.b

BOARD AGENDA ITEM: Approve Audit Report for Year Ending June 30, 2018

DEPARTMENT: Business Department

CONTACT PERSON: Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

Education Code Section 41020 requires that each district provide an audit of the accounts and funds of the district in each fiscal year and to accept the audit report no later than January 31st. For fiscal year ending June 30, 2018, the firm of Chavan & Associates, LLP conducted an audit of the district's funds, accounts, and operations.

REPORT/PROPOSAL:

The independent audit was conducted in accordance with Government Auditing Standards. No material findings were discovered. Audit results revealed: No Exceptions in Audit Opinion; No Material Weaknesses; No Disagreements with Management; and No Significant Passed on Adjustments.

FINANCIAL IMPACT:

There is no financial impact to the district.

RECOMMENDATION:

Approve audit report for year ending June 30, 2018.

CABRILLO UNIFIED SCHOOL DISTRICT
COUNTY OF SAN MATEO
HALF MOON BAY, CALIFORNIA

AUDIT REPORT

JUNE 30, 2018

CHAVAN & ASSOCIATES, LLP
CERTIFIED PUBLIC ACCOUNTANTS
1475 SARATOGA AVE., SUITE 180
SAN JOSE, CA 95129

CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY

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CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY

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FINANCIAL SECTION

INDEPENDENT AUDITOR'S REPORT

The Honorable Board of Trustees
Cabrillo Unified School District
Half Moon Bay, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Cabrillo Unified School District (the "District"), as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

The District's management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District, as of June 30, 2018, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, schedule of pension contributions, and schedule of proportionate share of net pension liability, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The combining and individual nonmajor fund financial statements, organization schedule, schedule of average daily attendance, schedule of instructional time offered, schedule of financial trends and analysis, schedule of expenditures of federal awards, as required by *Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and reconciliation of Annual Financial Budget reports (SACS) with audited financial statements, as required by the *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The combining and individual nonmajor fund financial statements, schedule of expenditures of federal awards, schedule of average daily attendance, schedule of instructional time offered, and the reconciliation of the Annual Financial Budget reports (SACS) with audited financial statements are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic

financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements, schedule of expenditures of federal awards, schedule of average daily attendance, schedule of instructional time offered, and the reconciliation of the Annual Financial Budget reports (SACS) with audited financial statements are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The organization schedule and schedule of financial trends and analysis included have not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on them.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 6, 2018 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

[redacted]

December 6, 2018
San Jose, California

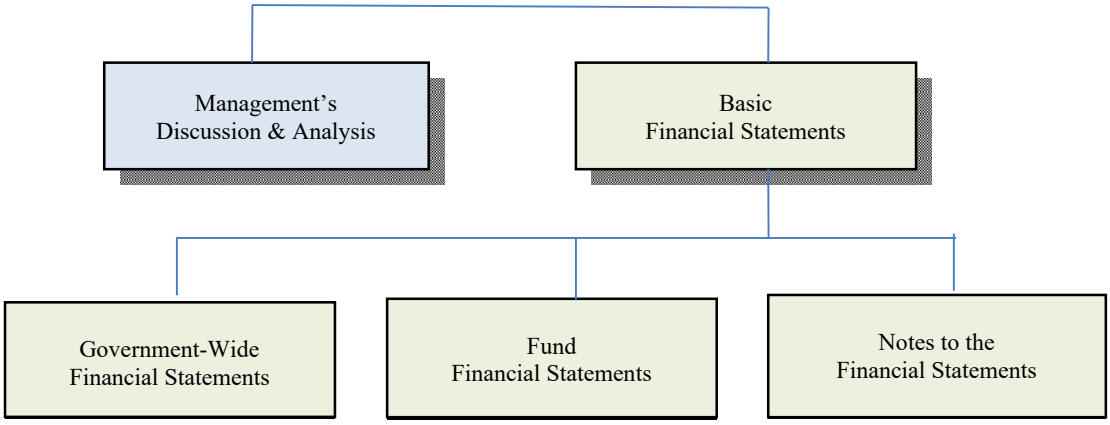
Management's Discussion and Analysis

INTRODUCTION

The Management's Discussion and Analysis (MD&A) is a required section of the District's annual financial report, as shown in the overview below. The purpose of the MD&A is to presents discussion and analysis of the District's financial performance during the fiscal year that ended on June 30, 2018. This report will (1) focus on significant financial issues, (2) provide an overview of the District's financial activity, (3) identify changes in the District's financial position, (4) identify any individual fund issues or concerns, and (5) provide descriptions of significant asset and debt activity.

This information, presented in conjunction with the annual Basic Financial Statements, is intended to provide a comprehensive understanding of the District's operations and financial standing.

Required Components of the Annual Financial Report



FINANCIAL HIGHLIGHTS

Key financial highlights for the fiscal year ended June 30, 2018 were as follows:

- Total net position decreased by $3,322,487 or 12.8% from June 30, 2017 to June 30, 2018.
- General revenues accounted for $38,878,898 which is 86.1% of all revenues. Program specific revenues in the form of operating grants and contributions, and charges for services accounted for $6,293,169 or 13.9% of total revenues of $45,172,067.
- The District had $48,494,554 in expenses, which was directly supported by program specific revenues as noted in the second bullet.
- Total fund balances of governmental funds (i.e. General Fund, Building Fund, and Bond Fund) decreased by $15,604,054, or 41.5% from June 30, 2017 to June 30, 2018.
- Among major funds, the General Fund had $36,136,238 in revenues and $37,446,184 in expenditures. The General Fund's fund balance decreased by $1,419,096 from June 30, 2017 to June 30, 2018.
- The District implemented GASB 75 during the year, however the District does not have any other postemployment benefits offered to employees so no liability was recorded.

USING THE ANNUAL REPORT

This annual report consists of a series of basic financial statements and notes to those statements. These statements are organized so the reader can understand the District as an entire operating entity. The statements provide an increasingly detailed look at specific financial activities.

The Statement of Net Position and Statement of Activities comprise the government-wide financial statements and provide information about the activities of the whole District, presenting both an aggregate view of the District's finances and a longer-term view of those finances. Fund financial statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for future spending. The fund financial statements also look at the District's most significant funds with all other non-major funds presented in total in one column. In the case of the District, the General Fund is by far the most significant fund. The basic financial statements also include notes that explain some of the information in the financial statements and provide more detailed data.

OVERVIEW OF THE FINANCIAL STATEMENTS

The full annual financial report is a product of three separate parts: the basic financial statements, supplementary information, and this section, the Management's Discussion and Analysis. The three sections together provide a comprehensive financial overview of the District. The basic financials are comprised of two kinds of statements that present financial information from different perspectives, government-wide and fund statements.

- Government-wide financial statements, which comprise the first two statements, provide both short-term and long-term information about the District's overall financial position.

- Individual parts of the District, which are reported as fund financial statements, focus on reporting the District's operations in more detail. These fund financial statements comprise the remaining statements.

- Notes to the financials, which are included in the financial statements, provide more detailed data and explain some of the information in the statements. The required supplementary information section provides further explanations and provides additional support for the financial statements.

GOVERNMENT-WIDE FINANCIAL STATEMENTS - STATEMENT OF NET POSITION AND THE STATEMENT OF ACTIVITIES

While this document contains the large number of funds used by the District to provide programs and activities, the view of the District as a whole looks at all financial transactions and asks the question, "How did we do financially during the fiscal year 2017 - 2018?" The Statement of Net Position and the Statement of Activities answer this question. These statements include all assets and liabilities using the accrual basis of accounting similar to the accounting practices used by most private-sector companies. This basis of accounting takes into account all of the current year revenues and expenses regardless of when cash is received or paid.

These two statements report the District's net position and changes in net position. This change in net position is important because it tells the reader that, for the District as a whole, the financial position of the District has improved or diminished. The causes of this change may be the result of many factors, some financial, and some not. Non-financial factors include the District's property tax base, current

property tax laws in California restricting revenue growth, facility conditions, required educational programs and other factors.

In the Statement of Net Position and the Statement of Activities, the District reports governmental activities. Governmental activities are the activities where most of the District's programs and services are reported including, but not limited to, instruction, support services, operation and maintenance of plant, pupil transportation and extracurricular activities. The District does not have any business type activities.

REPORTING THE DISTRICT'S MOST SIGNIFICANT FUNDS

Fund Financial Statements

The analysis of the District's major funds begins on page 17. Fund financial reports provide detailed information about the District's major funds. The District uses many funds to account for a multitude of financial transactions. These fund financial statements focus on each of the District's most significant funds. The District's major governmental funds are the General Fund, Building Fund, and Bond Interest and Redemption Fund.

Governmental Funds

Most of the District's activities are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end available for spending in the future periods. These funds are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the District's general government operations and the basic services it provides. Governmental fund information helps determine whether there are more or fewer financial resources that can be spent in the future to finance educational programs. The relationship (or differences) between governmental activities (reported in the Statement of Net Position and the Statement of Activities) and governmental funds is reconciled in the financial statements.

Fiduciary funds

The District is the trustee, or fiduciary, for an expendable trust fund. All of the District's fiduciary activities are reported in a separate Statement of Fiduciary Net Position. We exclude these activities from the District's fund and government-wide financial statements because the District cannot use these assets to finance its operations.

THE DISTRICT AS A WHOLE

Recall that the Statement of Net Position provides the perspective of the District as a whole. Total assets of governmental activities decreased by $6,023,485 and net capital assets increased by $11,324,457. Unrestricted net position of the District, which does not have constraints from grantors, legal requirements, or legislation, decreased by $2,587,719.

Table 1 provides a summary of the District's net position as of June 30, 2018 as compared to June 30, 2017:

Table 1 - Summary of Net Position

	2018	2017	Increase (Decrease)	Percent
Assets				
Current Assets	$ 24,396,610	$ 41,744,552	$ (17,347,942)	-41.6%
Capital Assets	90,772,827	79,448,370	11,324,457	14.3%
Total Assets	$ 115,169,437	$ 121,192,922	$ (6,023,485)	-5.0%
Deferred Outflows of Resources	$ 10,528,920	$ 9,968,968	$ 559,952	5.6%
Liabilities				
Current and Other Liabilities	4,755,229	6,010,818	(1,255,589)	-20.9%
Long-Term Liabilities	96,447,364	92,578,286	3,869,078	4.2%
Total Liabilities	$ 101,202,593	$ 98,589,104	$ 2,613,489	2.7%
Deferred Inflows of Resources	$ 1,922,425	$ 6,676,960	$ (4,754,535)	-71.2%
Net Position				
Net Investment in Capital Assets	39,334,871	39,512,177	(177,306)	-0.4%
Restricted	8,063,291	8,620,753	(557,462)	-6.5%
Unrestricted	(24,824,823)	(22,237,104)	(2,587,719)	-11.6%
Total Net Position	$ 22,573,339	$ 25,895,826	$ (3,322,487)	-12.8%

Table 2 shows the changes in net position from fiscal year 2016-17 to 2017-18:

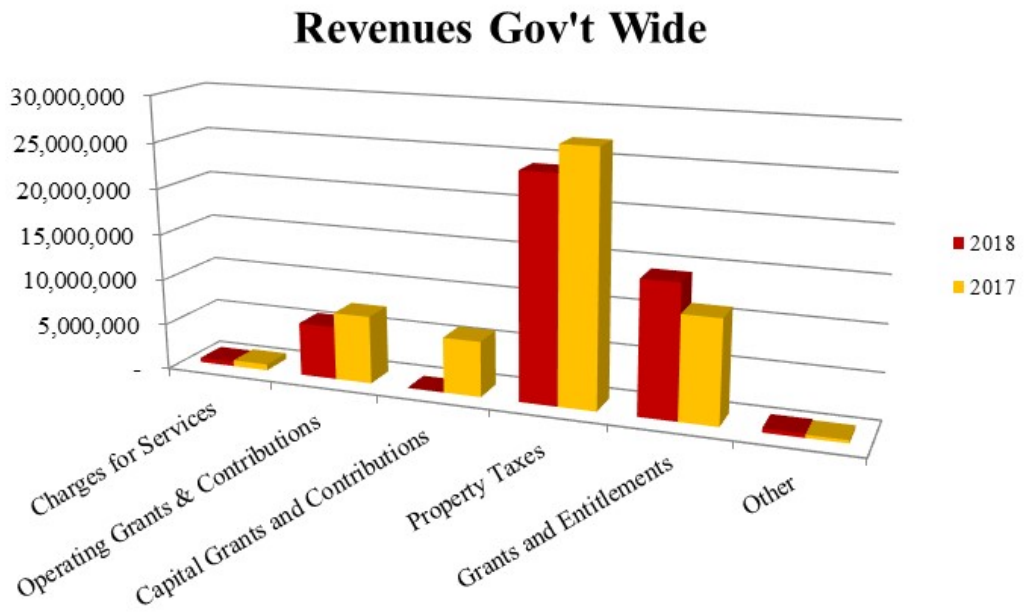
Table 2 - Change in Net Position

	2018	2017	Increase (Decrease)	Percent
Revenues				
Program Revenues:				
Charges for Services	$ 487,597	$ 665,177	$ (177,580)	-26.7%
Operating Grants and Contributions	5,805,572	7,362,467	(1,556,895)	-21.1%
Capital Grants and Contributions	-	5,994,230	(5,994,230)	-100.0%
General Revenues:				
Property Taxes	24,150,201	27,030,169	(2,879,968)	-10.7%
Grants and Entitlements - Unrestricted	14,287,081	11,121,272	3,165,809	28.5%
Other	441,616	336,299	105,317	31.3%
Total Revenues	45,172,067	52,509,614	(7,337,547)	-14.0%
Program Expenses				
Instruction	24,454,222	24,940,292	(486,070)	-1.9%
Instruction-Related Services	6,355,756	6,309,134	46,622	0.7%
Pupil Services	4,225,175	4,211,715	13,460	0.3%
General Administration	3,336,028	2,604,344	731,684	28.1%
Plant Services	3,584,402	5,492,059	(1,907,657)	-34.7%
Ancillary Services	505,371	482,745	22,626	4.7%
Community Services	96,614	111,935	(15,321)	-13.7%
Payments to Other Agencies	274,529	352,359	(77,830)	-22.1%
Interest and Fiscal Charges	5,662,457	5,145,268	517,189	10.1%
Total Expenses	48,494,554	49,649,851	(1,155,297)	-2.3%
Change in Net Position	$ (3,322,487)	$ 2,859,763	$ (6,182,250)	-216.2%

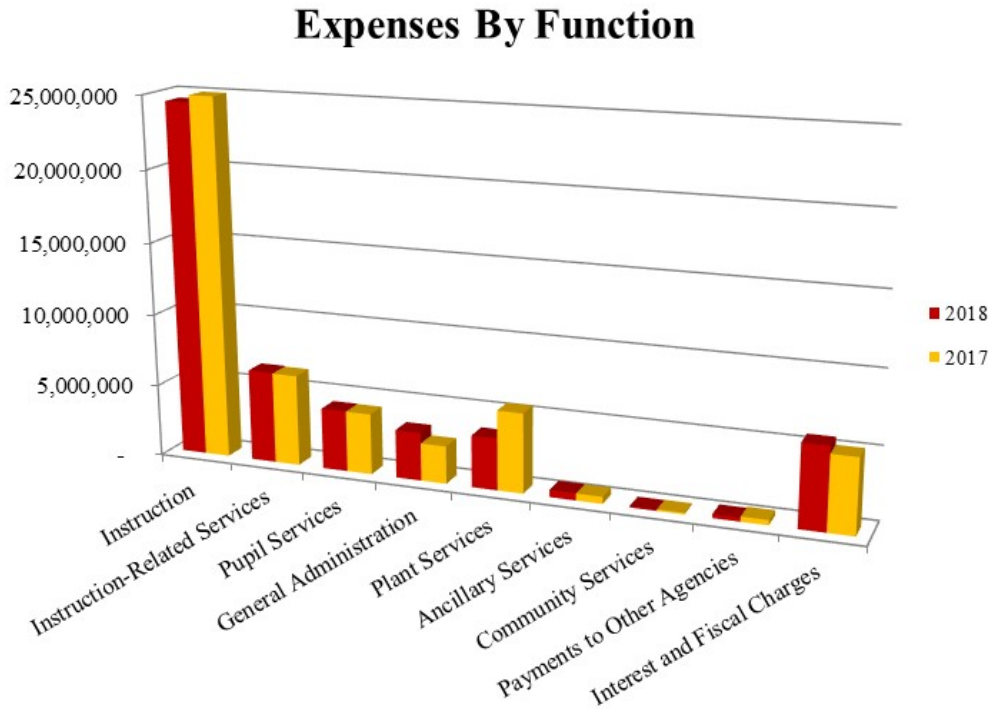
Property taxes comprised 53% of District revenues and direct instruction costs comprised 50% of District expenses for fiscal year 2017-18. These percentages are consistent with 2016-17.

Total revenues decreased by 14% and total expenses decreased by 2% for fiscal year 2017-18.

The following is a summary of government-wide revenues for the fiscal years ended June 30, 2017 and 2018:



The following is a summary of expenses by function for the fiscal years ended June 30, 2017 and 2018:



GOVERNMENTAL ACTIVITIES

The Statement of Activities shows the cost of program services and the charges for services and grants offsetting those services. Table 3 shows the net cost of services as compared to the prior fiscal year. That is, it identifies the cost of these services supported by general revenues for the government-wide statements (not the General Fund).

Table 3 - Net Cost of Services

Function	2018	2017	Increase (Decrease)	Percent
Instruction	$ 22,106,788	$ 16,318,203	$ 5,788,585	35.5%
Instruction-Related Services	5,501,775	5,475,800	25,975	0.5%
Pupil Services	3,113,938	2,745,314	368,624	13.4%
General Administration	2,936,349	2,516,965	419,384	16.7%
Plant Services	2,682,990	5,152,510	(2,469,520)	-47.9%
Ancillary Services	358,177	301,032	57,145	19.0%
Community Services	63,969	78,689	(14,720)	-18.7%
Payments to Other Agencies	(225,058)	(2,105,804)	1,880,746	-89.3%
Interest and Fiscal Charges	5,662,457	5,145,268	517,189	10.1%
Total Net Cost of Services	$ 42,201,385	$ 35,627,977	$ 6,573,408	18.5%

Direct Instruction expenses include activities directly dealing with the teaching of pupils and the interaction between teacher and pupil.

Pupil Services and Instruction-Related Services include the activities involved with assisting staff with the content and process of teaching to pupils.

General Administration includes the costs for the Board of Trustees, administration, fiscal and business services and other expenses associated with administrative and financial supervision of the District.

Plant Services include the operation and maintenance of plant activities, which involve keeping the school grounds, buildings, and equipment in an effective working condition.

Ancillary Services include school-sponsored activities during or after the school day that are not essential to the delivery of instructional services.

Community Services include activities concerned with providing services to community participants other than students.

Interest and Fiscal Charges involve the transactions associated with the payment of interest and other related charges to debt of the District.

The dependence upon tax and local revenues is apparent, 87% of the District's activities are supported through taxes, grants and entitlements, and other general revenues. The community, as a whole, is the primary support for the District.

THE DISTRICT'S FUNDS

The District's governmental funds report a combined fund balance of $21,997,501, which is an decrease of $15,604,054 from last year's total.

Table 4 provides an analysis of the District's fund balances and the total change in fund balances from the prior year.

Table 4 - Change in Fund Balances

Funds	2018	2017	Increase (Decrease)
General Fund	$ 4,732,757	$ 6,151,853	$ (1,419,096)
Adult Education Fund	115,198	97,125	18,073
Child Development Fund	83,460	83,196	264
Cafeteria Fund	13,183	12,974	209
Deferred Maintenance Fund	224	221	3
Building Fund	9,453,287	23,480,092	(14,026,805)
Capital Facilities Fund	1,026,495	717,522	308,973
Bond Interest & Redemption Fund	6,572,897	7,058,572	(485,675)
Total Governmental Fund Balances	$ 21,997,501	$ 37,601,555	$ (15,604,054)

GENERAL FUND BUDGETING HIGHLIGHTS

The District's budget is prepared according to California law and in the modified accrual basis of accounting.

During the course of the 2017-18 fiscal year, the District revised its General Fund budget twice, at 1st Interim and 2nd Interim, which resulted in an increase in budgeted expenditures of $1,813,571 from the original to final budget.

For the General Fund, the final budget basis revenue and other financing sources estimate was $37,854,709. The original budgeted estimate was $36,041,138.

CAPITAL ASSETS

At the end of the fiscal year 2018, the District had $116,607,643 invested in land, buildings, and furniture and equipment located at the District's school sites, prior to depreciation.

Table 5 shows June 30, 2018 balances as compared to June 30, 2017.

Table 5 - Summary of Capital Assets Net of Depreciation

Capital Asset	2018 Net Capital Asset	2017 Net Capital Asset	Percentage Change
Land	$ 1,456,448	$ 1,456,448	0.0%
Work-in-Progress	30,268,513	19,811,292	52.8%
Site Improvements	6,813,631	4,508,566	51.1%
Buildings and Improvements	51,816,721	53,297,667	-2.8%
Furniture and Equipment	417,514	374,397	11.5%
Totals	$ 90,772,827	$ 79,448,370	14.3%

Overall capital assets increased by 14.3% from fiscal year 2017 to fiscal year 2018.

LONG TERM DEBT

Table 6 summarizes the percent changes in Long-term Debt over the past two years.

Table 6 - Long-term Debt

Type of Debt	2018	2017	Percentage Change
General obligation bonds	$ 57,815,790	$ 60,409,389	-4.3%
Unamortized bond premiums - net	3,075,453	3,006,896	2.3%
Net Pension Liability	35,220,241	28,834,914	22.1%
Compensated absences	335,880	327,087	2.7%
Total Debt	$ 96,447,364	$ 92,578,286	4.2%

FACTORS BEARING ON THE DISTRICT'S FUTURE

Now that the District is fully at target with LCFF funding, any projected funding increase will only be at the cost of living adjustments (COLA). The State's inadequate funding of education and growing mandated expenses are creating a financial hardship to the District. The multi-year projections no longer show adequate reserves, and in the third year out, the District will not meet the mandated 3% reserve at its current stage.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, parents, investors, and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions regarding this report or need additional financial information, contact Crystal Leach, Chief Business Official, Cabrillo Unified School District, 498 Kelly Avenue, Half Moon Bay, CA 94019, (650) 712-7123.

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Basic Financial Statements

CABRILLO UNIFIED SCHOOL DISTRICT
STATEMENT OF NET POSITION
JUNE 30, 2018

	Governmental Activities
Assets	
Current assets:	
Cash in county treasury	$ 22,306,147
Cash in revolving fund	25,000
Cash with fiscal agent	86,717
Accounts receivable	1,958,542
Inventories	20,204
Total current assets	24,396,610
Capital assets - net	90,772,827
Total Assets	$ 115,169,437
Deferred Outflows of Resources	
Pension adjustments	$ 10,528,920
Liabilities	
Accounts payable	$ 1,968,791
Unearned revenue	430,318
Accrued interest	2,356,120
Total current liabilities	4,755,229
Long-term liabilities:	
Due within one year	1,864,486
Due after one year	94,582,878
Total long-term liabilities	96,447,364
Total Liabilities	$ 101,202,593
Deferred Inflows of Resources	
Pension adjustments	$ 1,922,425
Net Position	
Net investment in capital assets	$ 39,334,871
Restricted for:	
Capital projects	1,026,495
Debt service	6,572,897
Educational programs	284,010
Child development	81,432
Adult education	98,229
Cafeteria programs	228
Total restricted net position	8,063,291
Unrestricted	(24,824,823)
Total Net Position	$ 22,573,339

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities				
Instruction	$ 24,454,222	$ 18,842	$ 2,328,592	$ (22,106,788)
Instruction-related services:				
Supervision of instruction	2,079,992	4,381	492,132	(1,583,479)
Instruction library, media and technology	1,002,109	2,351	10,138	(989,620)
School site administration	3,273,655	2,055	342,924	(2,928,676)
Pupil services:				
Home-to-school transportation	597,813	5,871	25,318	(566,624)
Food services	953,621	179,687	585,857	(188,077)
All other pupil services	2,673,741	6,590	307,914	(2,359,237)
General administration:				
Data processing	121,118	852	3,672	(116,594)
All other general administration	3,214,910	7	395,148	(2,819,755)
Plant services	3,584,402	169,727	731,685	(2,682,990)
Ancillary services	505,371	2,254	144,940	(358,177)
Community services	96,614	1,144	31,501	(63,969)
Payments to other agencies	274,529	93,836	405,751	225,058
Interest on long-term debt	5,662,457	-	-	(5,662,457)
Total governmental activities	$ 48,494,554	$ 487,597	$ 5,805,572	(42,201,385)
General revenues:				
Taxes and subventions:				
Taxes levied for general purposes				15,359,952
Taxes levied for debt service				7,149,334
Taxes levied for other specific purpose				1,640,915
Federal and state aid non restricted to specific purposes				14,287,081
Interest and investment earnings				240,224
Miscellaneous				201,392
Total general revenues and special item				38,878,898
Change in net position				(3,322,487)
Net position beginning				25,895,826
Net position ending				$ 22,573,339

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
GOVERNMENTAL FUNDS
BALANCE SHEET
JUNE 30, 2018

	General Fund	Building Fund	Bond Interest and Redemption Fund	Other Nonmajor Governmental Funds	Total Governmental Funds
Assets					
Cash and investments	$ 4,521,414	$ 10,139,231	$ 6,548,531	$ 1,096,971	$ 22,306,147
Cash in revolving fund	25,000	-	-	-	25,000
Cash with fiscal agent	82,339	4,378	-	-	86,717
Accounts receivable	1,561,446	47,658	24,366	325,072	1,958,542
Due from other funds	238,752	80,965	-	-	319,717
Prepaid items and stores inventories	7,249	-	-	12,955	20,204
Total Assets	$ 6,436,200	$ 10,272,232	$ 6,572,897	$ 1,434,998	$ 24,716,327
Liabilities and Fund Balances					
Liabilities:					
Accounts payable	$ 1,192,160	$ 763,167	$ -	$ 13,464	$ 1,968,791
Due to other funds	80,965	55,778	-	182,974	319,717
Unearned revenue	430,318	-	-	-	430,318
Total Liabilities	1,703,443	818,945	-	196,438	2,718,826
Fund balances:					
Nonspendable:					
Revolving fund	25,000	-	-	-	25,000
Stores inventories	7,249	-	-	12,955	20,204
Restricted for:					
Educational programs	284,010	-	-	-	284,010
Debt service	-	-	6,572,897	-	6,572,897
Child development	-	-	-	81,432	81,432
Adult education	-	-	-	98,229	98,229
Cafeteria programs	-	-	-	228	228
Capital projects	-	9,453,287	-	1,026,495	10,479,782
Assigned for:					
Adult education	-	-	-	16,969	16,969
Site repairs	-	-	-	224	224
Child development	-	-	-	2,028	2,028
Unassigned:					
Economic uncertainties	1,198,854	-	-	-	1,198,854
Unappropriated	3,217,644	-	-	-	3,217,644
Total Fund Balances	4,732,757	9,453,287	6,572,897	1,238,560	21,997,501
Total Liabilities and Fund Balances	$ 6,436,200	$ 10,272,232	$ 6,572,897	$ 1,434,998	$ 24,716,327

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS
BALANCE SHEET TO THE STATEMENT OF NET POSITION
JUNE 30, 2018

Total fund balances - governmental funds		$ 21,997,501
Amounts reported in the Statement of Net Position are different because:		
Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in the governmental funds.		
Capital assets at cost	$ 116,607,643	
Accumulated depreciation	(25,834,816)	90,772,827
Interest payable on long-term debt does not require the use of current financial resources and, therefore, is not reported in the governmental funds.		(2,356,120)
Deferred outflows of resources include amounts that will not be included in the calculation of the District's net pension liability of the plan year included in this report such as current fiscal year contributions as recorded in the fund statements.		10,528,920
The difference from pension plan assumptions in actuarial valuations are not included in the plan's actuarial study until the next fiscal year and are reported as deferred inflows of resources in the Statement of Net Position.		(1,922,425)
Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the governmental funds. Long-term liabilities at year-end consist of:		
General obligation bonds	$ 57,815,790	
Unamortized bond premium	3,075,453	
Net pension liabilities	35,220,241	
Compensated absences (vacation)	335,880	(96,447,364)
Total net position - governmental activities		$ 22,573,339

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
GOVERNMENTAL FUNDS
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

	General Fund	Building Fund	Bond Interest and Redemption Fund	Other Nonmajor Governmental Funds	Total Governmental Funds
Revenues:					
LCFF sources	$ 28,533,311	$ -	$ -	$ -	$ 28,533,311
Federal revenue	1,435,546	-	-	651,003	2,086,549
Other state	3,119,658	-	28,800	370,254	3,518,712
Other local	3,047,723	206,023	7,184,723	595,024	11,033,493
Total revenues	36,136,238	206,023	7,213,523	1,616,281	45,172,065
Expenditures:					
Current					
Instruction	21,577,335	-	-	103,555	21,680,890
Instruction-related services:					
Supervision of instruction	2,018,116	-	-	5,215	2,023,331
Instruction library, media and technology	941,490	-	-	-	941,490
School site administration	2,875,948	-	-	296,759	3,172,707
Pupil services:					
Home-to-school transportation	495,838	-	-	-	495,838
Food services	-	-	-	927,643	927,643
All other pupil services	2,600,905	-	-	-	2,600,905
General administration:					
Data processing	117,819	-	-	-	117,819
All other general administration	3,089,182	-	-	16,941	3,106,123
Plant services	2,990,290	163,979	-	17,783	3,172,052
Facilities acquisition and construction	-	13,961,149	-	460	13,961,609
Ancillary Services	505,371	-	-	-	505,371
Community services	13,211	-	-	83,403	96,614
Payments to other agencies	220,679	53,850	-	-	274,529
Debt service:					
Principal	-	-	2,503,599	-	2,503,599
Interest and fees	-	194,010	5,195,599	-	5,389,609
Total expenditures	37,446,184	14,372,988	7,699,198	1,451,759	60,970,129
Excess (deficiency) of revenues over (under) expenditures	(1,309,946)	(14,166,965)	(485,675)	164,522	(15,798,064)
Other financing sources (uses):					
Transfers in	53,850	-	-	163,000	216,850
Transfers out	(163,000)	(53,850)	-	-	(216,850)
Proceeds from refunding of bonds	-	5,613,093	-	-	5,613,093
Payment to bond escrow agent	-	(5,419,083)	-	-	(5,419,083)
Total other financing sources (uses)	(109,150)	140,160	-	163,000	194,010
Net changes in fund balances	(1,419,096)	(14,026,805)	(485,675)	327,522	(15,604,054)
Fund balances beginning	6,151,853	23,480,092	7,058,572	911,038	37,601,555
Fund balances ending	$ 4,732,757	$ 9,453,287	$ 6,572,897	$ 1,238,560	$ 21,997,501

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

Total net change in fund balances - governmental funds		$ (15,604,054)
Capital outlays are reported in the governmental funds as expenditures. However, in the Statement of Activities, the costs of those assets are allocated over their estimated useful lives as depreciation expense.		
Capital asset additions from capital outlay	$ 13,647,667	
Depreciation expense	(2,323,210)	11,324,457
The governmental funds report bond proceeds as an other financing source, while repayment of bond principal is reported as an expenditure. Interest is recognized as an expenditure in the governmental funds when it is due. The net effect of these differences in the treatment of general obligation bonds and related items are as follows:		
Proceeds from bond issuance	$ (4,610,000)	
Bond premiums	(1,003,093)	
Advance refunding of bonds	4,700,000	
Repayment of bond principal	2,503,599	1,590,506
In governmental funds, if debt is issued at a premium or at a discount, the premium or discount is recognized as an other financing source or other financing use in the period it is incurred. In the government-wide statements, the premium or discount is amortized as interest over the life of the debt. The difference between premiums or discounts recognized in the current period and amortized over future periods is:		934,536
In governmental funds, actual contributions to pension plans are reported as expenditures in the year incurred. However, in the government-wide Statement of Activities, only the curent year pension expense as noted in the plans' valuation reports is reported as an expense, as adjusted for deferred inflows and outflows of resources.		(1,070,840)
In the Statement of Activities, compensated absences are measured by the amount earned during the year. In the governmental funds, however, expenditures for those items are measured by the amount of financial resources used (essentially the amounts paid). This year vacation used exceeded the amounts earned, resulting in a current year change in compensated absences in the amount of:		(8,793)
Interest on long-term debt in the Statement of Activities differs from the amount reported in the governmental funds because interest is recognized as an expenditure in the funds when it is due and thus requires the use of current financial resources. In the Statement of Activities, however, interest expense is recognized as the interest accrues, regardless of when it is due.		(488,299)
Changes in net position of governmental activities		$ (3,322,487)

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
FIDUCIARY FUNDS
STATEMENT OF FIDUCIARY NET POSITION
JUNE 30, 2018

	School Scholarship Fund	Associated Student Body Agency Fund	Total
Assets:			
Cash on hand and in banks	$ 104,464	$ 124,380	$ 228,844
Total Assets	$ 104,464	$ 124,380	$ 228,844
Liabilities:			
Due to student groups	$ -	$ 124,380	$ 124,380
Total Liabilities	$ -	$ 124,380	$ 124,380
Net Position:			
Restricted	$ 104,464	$ -	$ 104,464
Total Net Position	$ 104,464	$ -	$ 104,464

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
FIDUCIARY FUNDS
STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

	School Scholarship Fund
Additions	
Other Local	$ 172,690
Deductions	
Scholarships	196,887
Changes in net position	(24,197)
Net position beginning	128,661
Net position ending	$ 104,464

The notes to the financial statements are an integral part of this statement.

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Notes to the Basic Financial Statements

1. SIGNIFICANT ACCOUNTING POLICIES

A. Accounting Principles

Cabrillo Unified School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

B. Reporting Entity

The District is the level of government primarily accountable for activities related to public education. The governing authority consists of five elected officials who, together, constitute the Board of Trustees. The District's combined financial statements include the accounts of all its operations. The District evaluated whether any other entity should be included in these financial statements using the criteria established by GASB.

Component Units:

The District evaluated whether any other entity should be included in these financial statements. The basic, but not the only, criterion for including a governmental department, agency, institution, commission, public authority, or other governmental organization in a governmental unit's reporting entity for financial reports is the ability of the governmental unit's elected officials to exercise oversight responsibility over such agencies. Oversight responsibility implies that one governmental unit is dependent on another and that the dependent unit should be reported as part of the other. Oversight responsibility is derived from the governmental unit's power and includes, but is not limited to:

- Financial interdependency
- Selection of governing authority
- Designation of management
- Ability to significantly influence operations
- Accountability for fiscal matters

Accordingly, for the year ended June 30, 2018, the District does not have any component units and is not a component unit of any other reporting entity.

C. Basis of Presentation

Government-wide Financial Statements:

The government-wide financial statements (i.e., the Statement of Net Position and the Statement of Activities) report information on all of the non-fiduciary activities of the District. Eliminations have been made to minimize the effect of interfund of activities.

The government-wide statements are prepared using the economic resources measurement focus. This is the same approach used in the preparation of the proprietary fund and fiduciary fund financial statements but differs from the manner in which governmental fund financial statements are prepared. Governmental fund financial statements, therefore, includes a reconciliation with brief explanations to

better identify the relationship between the government-wide statements and the statements for the governmental funds.

The government-wide statement of activities presents a comparison between direct expenses and program revenues for each function or program of the District's governmental activities. Direct expenses are those that are specifically associated with a service, program, or department and are therefore clearly identifiable to a particular function. The District does not allocate indirect expenses to functions in the statement of activities. Program revenues include charges paid by the recipients of goods or services offered by a program, as well as grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues of the District, with certain exceptions. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues of the District.

Fund Financial Statements:

Fund financial statements report detailed information about the District. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Each major governmental fund is presented in a separate column, and all non-major funds are aggregated into one column. Fiduciary funds are reported by fund type.

The accounting and financial treatment applied to a fund is determined by its measurement focus. All governmental funds are accounted for using a flow of current financial resources measurement focus. With this measurement focus, only current assets, deferred outflows of resources, current liabilities and deferred inflows of resources are generally included on the balance sheet. The Statement of Revenues, Expenditures, and Changes in Fund Balances for these funds present increases (i.e., revenues and other financing sources) and decreases (i.e., expenditures and other financing uses) in net current assets.

Fiduciary funds are reported using the economic resources measurement focus.

D. Basis of Accounting

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Government-wide financial statements are prepared using the accrual basis of accounting. Governmental funds use the modified accrual basis of accounting. Fiduciary funds use the accrual basis of accounting.

Revenues - Exchange and Non-exchange Transactions:

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded under the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. "Available" means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the District, "available" means collectible within the current period or within 60 days after year-end.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, grants, and entitlements. Under the accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants and entitlements is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Eligibility requirements include timing requirements, which specify the year when the resources are to be used or the fiscal year when use is first permitted; matching requirements, in which the District must provide local resources to be used for a specific purpose; and expenditure requirements, in which the resources are provided to the District on a reimbursement basis. Under the modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Deferred Outflows/Deferred Inflows:

In addition to assets, the Statement of Net Position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period(s), and as such will not be recognized as an outflow of resources (expense/expenditures) until then. The District has recognized a deferred outflow of resources related to the recognition of the net pension liability reported in the Statement of Net Position.

In addition to liabilities, the statement of net position reports a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and as such, will not be recognized as an inflow of resources (revenue) until that time. The District has recognized a deferred inflow of resources related to the recognition of the pension liability reported which is in the Statement of Net Position.

Unearned Revenue:

Unearned revenue arises when assets are received before revenue recognition criteria have been satisfied. Grants and entitlements received before eligibility requirements are met are recorded as deferred inflows of resources from unearned revenue. In the governmental fund financial statements, receivables associated with non-exchange transactions that will not be collected within the availability period have been recorded as deferred inflows of resources from unearned revenue.

Expenses/Expenditures:

On the accrual basis of accounting, expenses are recognized at the time a liability is incurred. On the modified accrual basis of accounting, expenditures are generally recognized in the accounting period in which the related fund liability is incurred, as under the accrual basis of accounting. However, under the modified accrual basis of accounting, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due. Allocations of cost, such as depreciation and amortization, are not recognized in the governmental funds. When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

E. Fund Accounting

The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred inflows of resources, fund equity or retained earnings, revenues, and expenditures or expenses, as appropriate. District resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled. The District's accounts are organized into major, nonmajor, and fiduciary funds as follows:

Major Governmental Funds:

The *General Fund* is the general operating fund of the District. It is used to account for all financial resources except those required to be accounted for in another fund and includes transactions accounted for in the Special Reserve Fund for Other Than Capital Outlay and Special Reserve Fund for Postemployment Benefits.

The *Building Fund* is used to account for proceeds from the sale of real property and account for the acquisition of major governmental capital facilities and buildings from the sale of bond proceeds.

The *Bond Interest and Redemption Fund* is used to account for the interest and redemption of principal of general obligation bonds.

Non-major Governmental Funds:

Special Revenue Funds are used to account for the proceeds of specific revenue sources that are restricted or committed for purposes other than debt service or capital projects. The restricted or committed resources need to comprise a substantial portion of the inflows reported in the special revenue fund. The District maintains four nonmajor special revenue funds:

- The *Adult Education Fund* is used to account for resources committed to adult education programs maintained by the District.

- The *Child Development Fund* is used to account for resources committed child development programs maintained by the District.

- The *Cafeteria Fund* is used to account for revenues received and expenditures made to operate the District's food service programs.

- The *Deferred Maintenance Fund* is used for the purpose of major repair or replacement of District property.

Capital Projects Funds are used to account for resources restricted, committed or assigned for capital outlays. The District maintains one nonmajor capital projects fund:

- The *Capital Facilities Fund* is used to account for resources received from developer impact fees assessed under provisions of the California Environmental Quality Act ("CEQA").

Fiduciary Funds:

- *Private-Purpose Trust Funds* are used to account for assets held by the District as trustee. The District maintains one trust fund, the Scholarship fund, which is used to provide financial assistance to students of the District.

- *Agency Funds* are used to account for assets of others for which the District acts as an agent. The District maintains an agency fund for the student body accounts. The student body funds are used to account for the raising and expending of money to promote the general welfare, morale, and educational experience of the student body.

In order to comply with the requirements of GASB 54, the District has combined transactions in the Special Reserve fund for Other than Capital Outlay (Special Reserve Fund) with the General Fund because it does not meet the definition of a special revenue fund as defined by GASB 54.

F. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for all governmental funds. By state law, the District's governing board must adopt a final budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The District's governing board satisfied these requirements.

These budgets are revised by the District's governing board during the year to give consideration to unanticipated income and expenditures. The original and final revised budgets for the General Fund are presented as Required Supplementary Information.

Formal budgetary integration was employed as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object account.

G. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated on June 30.

H. Pensions

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the District's California Public Employees' Retirement System (CalPERS) and California State Teachers' Retirement System plans (STRS) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by CalPERS and STRS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

GASB 68 requires that the reported results must pertain to liability and asset information within certain defined time frames. For this period, the following time frames were used:

Valuation Date	June 30, 2016
Measurement Date	June 30, 2017
Measurement Period	July 1, 2016 to June 30, 2017

I. Assets, Liabilities, and Equity

a) Cash and Investments

Cash balances held in banks and in revolving funds are insured to $250,000 by the Federal Deposit Insurance Corporation.

In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the County Treasury. The county pools these funds with those of other districts in the county and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool.

All District-directed investments are governed by Government Code Section 53601 and Treasury investment guidelines. The guidelines limit specific investments to government securities, domestic chartered financial securities, domestic corporate issues, and California municipal securities. The District's securities portfolio is held by the County Treasurer. Interest earned on investments is recorded as revenue of the fund from which the investment was made.

b) Fair Value Measurements

Investments are recorded at fair value in accordance with GASB Statement No. 72, *Fair Value Measurement and Application*. Accordingly, the change in fair value of investments is recognized as an increase or decrease to investment assets and investment income. This statement changed the definition of fair value and is effective for periods beginning after June 15, 2015.

The following is a summary of the definition of fair value:

Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction. In determining this amount, three valuation techniques are available:

- Market approach - This approach uses prices generated for identical or similar assets or liabilities. The most common example is an investment in a public security traded in an active exchange such as the NYSE.

- Cost approach - This technique determines the amount required to replace the current asset. This approach may be ideal for valuing donations of capital assets or historical treasures.

- Income approach - This approach converts future amounts (such as cash flows) into a current discounted amount.

Each of these valuation techniques requires inputs to calculate a fair value. Observable inputs have been maximized in fair value measures, and unobservable inputs have been minimized.

c) Inventories and Prepaid Expenditures

Inventories

Inventories are recorded using the purchases method, in that inventory acquisitions are initially recorded as expenditures. Reported inventories are equally offset by a fund balance reserve, which

indicates that these amounts are not "available for appropriation and expenditure" even though they are a component of net current assets. The District's central warehouse inventory is valued at cost and consists of expendable supplies held for consumption.

Prepaid expenditures

The District has the option of reporting expenditures in governmental funds for prepaid items either when purchased or during the benefiting period. The District has chosen to report the expenditure during the benefiting period, thus recording a prepaid expenditure in the Statement of Net Position.

d) Capital Assets

Capital assets are those purchased or acquired with an original cost of $15,000 or more and are reported at historical cost or estimated historical cost. Contributed assets are reported at fair market value as of the date received. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the value of the assets or materially extend the asset's lives are not capitalized, but are expensed as incurred.

Depreciation on all capital assets is computed using a straight-line basis over the following estimated useful lives:

Assets	Years
Improvement of sites	20
Buildings	50
Portable buildings	20
Building improvements	20
Furniture and fixtures	20
Playground equipment	20
Food services equipment	15
Transportation equipment	15
Telephone system	10
Vehicles	8
Computer and office equipment	5

e) Unearned Revenue

Cash received for federal and state special projects and programs is recognized as revenue to the extent that qualified expenditures have been incurred and timing requirements have been met. Unearned revenue is recorded to the extent that cash received on specific projects and programs exceeds qualified expenditures. Unearned revenue in the funds is recorded for grant and entitlement receivables that are not available within ninety days of year end and for cash receipts from grants and entitlements for which the District has not met the eligibility requirements for recognizing revenue.

f) Compensated Absences

All vacation pay is accrued when incurred in the government-wide financial statements. A liability for these amounts is reported in the governmental funds only if they have matured, for example, as a result of employee resignations and retirements.

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken, since such benefits do not vest, nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

g) Long-Term Liabilities

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the Statement of Net Position. Bond premiums and discounts are deferred and amortized over the life of the bonds. Bonds payable are reported net of applicable bond premium or discount. Issuance costs are expensed in the period incurred.

In the fund financial statements, governmental funds recognize bond premiums and discounts as well as bond issuance costs, during the current period. The face amount of the debt issued, premiums, or discounts are reported as other financing sources/uses.

h) Fund Balance Reserves and Designations

The District maintains a minimum unassigned fund balance of not less than 3 percent of budgeted general fund expenditures and other financing uses as a reserve for economic uncertainties. The District believes a reserve of this level is prudent to maintain a high bond rating and to protect the District from the effects of fluctuations in property tax revenues to which basic aide districts are vulnerable. Because amounts in the nonspendable, restricted, committed, and assigned categories are subject to varying constraints on their use, the reserve for economic uncertainties consists of balances that are otherwise unassigned.

In accordance with Government Accounting Standards Board 54*, Fund Balance Reporting and Governmental Fund Type Definitions*, the District classifies governmental fund balances as follows:

- *Nonspendable* fund balance includes amounts that cannot be spent either because it is not in spendable form or because of legal or contractual constraints.

- *Restricted* fund balance includes amounts that are constrained for specific purposes which are externally imposed by providers, such as creditors or amounts constrained due to constitutional provisions or enabling legislation.

- *Committed* fund balances includes amounts that are constrained for specific purposes that are internally imposed by the government through formal action of the highest level of decision making authority and does not lapse at year-end. Committed fund balances are imposed by the District's board of education.

- *Assigned* fund balance includes amounts that are intended to be used for specific purposes that are neither considered restricted or committed. Fund balance may be assigned by the Superintendent and the Chief Business Official.

- *Unassigned* fund balance includes positive amounts within the general fund which has not been classified within the above mentioned categories and negative fund balances in other governmental funds.

The District uses restricted/committed amounts to be spent first when both restricted and unrestricted fund balance is available unless there are legal documents/contracts that prohibit doing this, such as a grant agreement requiring dollar for dollar spending. Additionally, the District would first use committed, then assigned, and lastly unassigned amounts of unrestricted fund balance when expenditures are made.

i) Net Position

Net position represents the difference between assets, deferred outflows of resources, liabilities and deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. In addition, deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or improvement of those assets or related debt also are included in the net investment in capital assets component of net position. Net position is reported as restricted when there are limitations imposed on its use either through the enabling legislation adopted by the District or through external restrictions imposed by creditors, grantors, laws or regulations of other governments. The District applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available.

Capital Projects restrictions will be used for the acquisition and construction of capital facilities.

Debt Service restrictions reflect the cash balances in the debt service funds that are restricted for debt service payments by debt covenants.

Educational Program restrictions reflect the amounts to be expended for federal and state funded educational programs.

Child Development restrictions reflect the amounts to be expended for federal, state, or local revenues to operate child development programs.

Adult Education restrictions reflect the amounts to be expended for federal and state funded adult education programs.

Cafeteria Programs restrictions reflect the amounts to be expended for federal, state, or local revenues to operate cafeteria programs.

Unrestricted net position reflects amounts that are not subject to any donor-imposed restrictions. This class also includes restricted gifts whose donor-imposed restrictions were met during the fiscal year. A deficit unrestricted net position may result when significant cash balances restricted for capital projects exist. Once the projects are completed, the restriction on these assets are released and converted to capital assets.

j) Local Control Funding Formula and Property Taxes

The Local Control Funding Formula (LCFF) creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs. The revenue limit was a combination of local property taxes, state apportionments, and other local sources.

Until full implementation, local educational agencies (LEAs) will receive roughly the same amount of funding they received in 2012–13 plus an additional amount each year to bridge the gap between current funding levels and LCFF target levels. The budget projects the time frame for full implementation of the LCFF to be eight years.

The county is responsible for assessing, collecting, and apportioning property taxes. Taxes are levied for each fiscal year on taxable real and personal property in the county. The levy is based on the assessed values as of the preceding March 1, which is also the lien date. Property taxes on the secured roll are due on August 31 and February 1, and taxes become delinquent after December 10 and April 10, respectively. Property taxes on the unsecured roll are due on the lien date (March 1), and become delinquent if unpaid by August 31.

Secured property taxes are recorded as revenue when apportioned, in the fiscal year of the levy. The county apportions secured property tax revenue in accordance with the alternate method of distribution prescribed by Section 4705 of the California *Revenue and Taxation Code*. This alternate method provides for crediting each applicable fund with its total secured taxes upon completion of the secured tax roll - approximately October 1 of each year.

The County Auditor reports the amount of the District's allocated property tax revenue to the California Department of Education. Property taxes are recorded as local revenue limit sources by the District.

k) Risk management

The District is exposed to various risks of loss related to torts, theft of, damage to, and destruction of assets, errors and omissions, injuries to employees, and natural disasters. The District has joined together with other school districts in the County to form the San Mateo County Schools Insurance Group ("SMCSIG") public entity risk pool. The District pays an annual premium for its property and casualty, workers' compensation, and liability insurance coverage. The Joint Powers Agreements provide that SMCSIG will be self-sustaining through member premiums and will reinsure through commercial companies for claims in excess of self-insured levels.

There were no significant reductions in insurance coverage from coverage in the prior year and no insurance settlement exceeding insurance coverage.

l) Accounting Estimates

The presentation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

m) Subsequent Events

Management has reviewed subsequent events and transactions that occurred after the date of the financial statements through the date the financial statements were issued. The financial statements include all events or transactions, including estimates, required to be recognized in accordance with generally accepted accounting principles. Management has determined that there are no non-recognized subsequent events that require additional disclosure other than the following:

On September 25, 2018, the District issued $35 million in election 2018, series A general obligation bonds for the purpose of acquisition, construction, furnishing and equipping of District facilities.

J. Implemented New Accounting Pronouncements

GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*

The provisions in Statement 75 are effective for the fiscal year ended June 30, 2018. The primary objective of this Statement is to improve accounting and financial reporting by state and local governments for postemployment benefits other than pensions (other postemployment benefits or OPEB). It also improves information provided by state and local governmental employers about financial support for OPEB that is provided by other entities. This Statement replaces the requirements of Statements No. 45, Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions, as amended, and No. 57, OPEB Measurements by Agent Employers and Agent Multiple-Employer Plans, for OPEB. Statement No. 74, Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans, establishes new accounting and financial reporting requirements for OPEB plans.

The scope of this Statement addresses accounting and financial reporting for OPEB that is provided to the employees of state and local governmental employers. This Statement establishes standards for recognizing and measuring liabilities, deferred outflows of resources, deferred inflows of resources, and expense/expenditures. For defined benefit OPEB, this Statement identifies the methods and assumptions that are required to be used to project benefit payments, discount projected benefit payments to their actuarial present value, and attribute that present value to periods of employee service. Note disclosure and required supplementary information requirements about defined benefit OPEB also are addressed.

In addition, this Statement details the recognition and disclosure requirements for employers with payables to defined benefit OPEB plans that are administered through trusts that meet the specified criteria and for employers whose employees are provided with defined contribution OPEB. This Statement also addresses certain circumstances in which a nonemployer entity provides financial support for OPEB of employees of another entity. In this Statement, distinctions are made regarding the particular requirements depending upon whether the OPEB plans through which the benefits are provided are administered through trusts that meet the following criteria:

- Contributions from employers and nonemployer contributing entities to the OPEB plan and earnings on those contributions are irrevocable.
- OPEB plan assets are dedicated to providing OPEB to plan members in accordance with the benefit terms.
- OPEB plan assets are legally protected from the creditors of employers, nonemployer contributing entities, the OPEB plan administrator, and the plan members.

This statement did not have an impact on the District's financial statements, as the District does not have an OPEB plan.

GASB Statement No. 86, *Certain Debt Extinguishment Issues*

The primary objective of this Statement is to improve consistency in accounting and financial reporting for in-substance defeasance of debt by providing guidance for transactions in which cash and other monetary assets acquired with only existing resources—resources other than the proceeds of refunding

debt—are placed in an irrevocable trust for the sole purpose of extinguishing debt. This Statement also improves accounting and financial reporting for prepaid insurance on debt that is extinguished and notes to financial statements for debt that is defeased in substance. The requirements of this Statement are effective for financial statements for periods beginning after June 15, 2017. Earlier application is encouraged. This statement did not have an impact on the District's financial statements.

K. Upcoming Accounting and Reporting Changes

GASB Statement No. 83, *Certain Asset Retirement Obligations*

This Statement addresses accounting and financial reporting for certain asset retirement obligations (AROs). An ARO is a legally enforceable liability associated with the retirement of a tangible capital asset. A government that has legal obligations to perform future asset retirement activities related to its tangible capital assets should recognize a liability based on the guidance in this Statement. The requirements of this Statement are effective for financial statements for periods beginning after June 15, 2018. Earlier application is encouraged. The District doesn't believe this statement will have a significant impact on the District's financial statements.

GASB Statement No. 84, *Fiduciary Activities*

The objective of this Statement is to improve guidance regarding the identification of fiduciary activities for accounting and financial reporting purposes and how those activities should be reported.

This Statement establishes criteria for identifying fiduciary activities of all state and local governments. The focus of the criteria generally is on (1) whether a government is controlling the assets of the fiduciary activity and (2) the beneficiaries with whom a fiduciary relationship exists. Separate criteria are included to identify fiduciary component units and postemployment benefit arrangements that are fiduciary activities. The requirements of this Statement are effective for financial statements for periods beginning after December 15, 2018. Earlier application is encouraged. The District doesn't believe this statement will have a significant impact on the District's financial statements.

GASB issued Statement No. 87, *Leases*

The objective of this statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This statement increases the usefulness of governments' financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities. The requirements of this statement are effective for the fiscal year ending June 30, 2021. The District doesn't believe this statement will have a significant impact on the District's financial statements.

GASB Statement No. 88, *Certain Disclosures Related to Debt, Including Direct Borrowings and Direct Placements*

This Statement addresses additional information to be disclosed in the notes to the financial statements regarding debt, including unused lines of credit; assets pledged as collateral for the debt; and terms specified in debt agreements related to significant events of default with finance-related consequences, significant termination events with finance-related consequences, and significant subjective acceleration clauses. The requirements of this Statement are effective for financial statements for periods beginning after June 15, 2018. Earlier application is encouraged. The District doesn't believe this statement will have a significant impact on the District's financial statements.

GASB Statement No. 89, *Accounting for Interest Cost Incurred Before the End of the Construction Period*

This Statement addresses interest costs incurred before the end of a construction period be recognized as an expense in the period in which the cost is incurred for financial statements prepared using the economic resources measurement focus. As a result, interest cost incurred before the end of a construction period will not be included in the historical cost of a capital asset reported in a business-type activity or enterprise fund. The requirements of this Statement are effective for financial statements for periods beginning after December 15, 2019. Earlier application is encouraged. The District doesn't believe this statement will have a significant impact on the District's financial statements.

2. CASH AND INVESTMENTS

A summary of cash and investments as of June 30, 2018 is as follows:

Description	Carrying Amount	Fair Value
Government-Wide Statements:		
Cash in county treasury investment pool	$ 22,306,147	$ 22,205,323
Cash in revolving fund	25,000	25,000
Cash with fiscal agent	86,717	86,345
Total Government-Wide Cash and Investments	22,417,864	22,316,668
Fiduciary Funds:		
Cash in banks	228,844	228,844
Total Cash and Investments	$ 22,646,708	$ 22,545,512

Cash in Banks and in Revolving Funds

Cash balances in banks and revolving funds are insured up to $250,000 per bank by the Federal Deposit Insurance Corporation ("FDIC"). These accounts are held within various financial institutions. As of June 30, 2018, the bank balance of the District's accounts with banks was $289,883. As of June 30, 2018, the bank balances of the District's accounts were fully insured by FDIC.

Cash in County Treasury

The District is considered to be an involuntary participant in an external investment pool as the District is required to maintain substantially all of its cash with the County Treasurer in accordance with Education Code Section 41001. The fair value of the District's investment in the pool is reported in the accounting

financial statements at amounts based upon the District's pro rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

Fair Value Measurements

GASB 72 established a hierarchy of inputs to the valuation techniques above. This hierarchy has three levels:

- Level 1 inputs are quoted prices in active markets for identical assets or liabilities.
- Level 2 inputs are quoted market prices for similar assets or liabilities, quoted prices for identical or similar assets or liabilities in markets that are not active, or other than quoted prices that are not observable.
- Level 3 inputs are unobservable inputs, such as a property valuation or an appraisal.

The District has the following recurring fair value measurements as of June 30, 2018:

Investments in the San Mateo County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at $1.00 net asset value per share.

Policies and Practices

The District is authorized under California Government Code Section 53635 to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

Limitations as they relate to interest rate risk, credit risk, custodial credit risk, and concentration of credit risk are described below:

A. Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to the changes in market interest rates. The District manages its exposure to interest rate risk by investing in the County Treasury. The District maintains cash with the San Mateo County Investment Pool. The pool has a fair value of approximately $1.468 billion and an amortized book value of $1.475 billion.

B. Credit Risk

Credit risk is the risk of loss due to the failure of the security issuer. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The investment with the San Mateo County Investment Pool is governed by the County's general investment policy. The investment with the San Mateo County Investment Pool is rated at least Aa1 by Moody's Investor Service.

C. Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk for deposits. However, the California Government code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits.

D. Concentration of Credit Risk

The investment policy of the District contains no limitations on the amount that can be invested in any one issuer beyond the amount stipulated by the California Government code. District investments that are greater than 5 percent of total investments are in either an external investment pool or mutual funds and are therefore exempt.

3. ACCOUNTS RECEIVABLE

Accounts receivable consisted of the following as of June 30, 2018:

Description	General Fund	Building Fund	Bond Interest & Redemption Fund	Nonmajor Funds	Total
Federal Government	$ 653,273	$ -	$ -	$ 272,948	$ 926,221
State Government	351,874	-	-	-	351,874
Local Government	452,855	-	-	47,327	500,182
Other Unrestricted	103,444	47,658	24,366	4,797	180,265
Total Accounts Receivable	$ 1,561,446	$ 47,658	$ 24,366	$ 325,072	$ 1,958,542

4. CAPITAL ASSETS AND DEPRECIATION

Capital asset activities for the year ended June 30, 2018 were as follows:

Capital Assets	Balance July 01, 2017	Additions	Adjustments & Deletions	Balance June 30, 2018
Land - not depreciable	$ 1,456,448	$ -	$ -	$ 1,456,448
Work-in-progress - not depreciable	19,811,292	10,457,221	-	30,268,513
Site improvements	5,990,252	2,639,882	-	8,630,134
Buildings and improvements	74,272,855	439,805	-	74,712,660
Furniture and equipment	1,429,129	110,759	-	1,539,888
Total capital assets	102,959,976	13,647,667	-	116,607,643
Less accumulated depreciation for:				
Site improvements	1,481,686	334,817	-	1,816,503
Buildings and improvements	20,975,188	1,920,751	-	22,895,939
Furniture and equipment	1,054,732	67,642	-	1,122,374
Total accumulated depreciation	23,511,606	2,323,210	-	25,834,816
Total capital assets - net depreciation	$ 79,448,370	$ 11,324,457	$ -	$ 90,772,827

Depreciation expense was charged to governmental activities as follows:

Instruction	$ 2,157,387
Instruction library, media and technology	34,253
School site administration	12,099
Home-to-school transportation	88,090
All other general administration	21,803
Plant services	9,578
Total depreciation expense	$ 2,323,210

5. INTERFUND TRANSACTIONS

Interfund transactions are reported as either loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables (Due From/To), as appropriate, and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers among governmental funds are netted as part of the reconciliation to the government-wide financial statements.

Interfund Transfers

Interfund transfers consist of operating transfers from funds receiving revenue to funds through which the resources are to be expended. The District transferred $163,000 from the General Fund to the Cafeteria Fund, $224,573 from the Building Fund to the Bond Interest and Redemption Fund, and $53,850 from the Building Fund to the General Fund during the fiscal year ended June 30, 2018.

Interfund Receivables/Payables (Due From/Due To)

Interfund receivables and payables consisted of the following as of June 30, 2018:

	Due From (Receivable-in)		
Due To (Payable-in)	General Fund	Building Fund	Total Due To
General Fund	$ -	$ 80,965	$ 80,965
Building Fund	55,778	-	55,778
BIRF	-	-	-
Nonmajor Funds	182,974	-	182,974
Total Due From	$ 238,752	$ 80,965	$ 319,717

6. LONG-TERM DEBT

Schedule of Changes in Long-term Debt

The following is the schedule of changes in long-term debt for the fiscal year ended June 30, 2018:

Long Term Debt	Balance July 01, 2017	Additions	Deductions	Balance June 30, 2018	Due Within One Year
General Obligation Bonds	$ 60,409,389	$ 4,610,000	$ 7,203,599	$ 57,815,790	$ 1,864,486
Unamortized Bond Premium	3,006,896	1,003,093	934,536	3,075,453	-
Net Pension Liabilities	28,834,914	21,866,594	15,481,267	35,220,241	-
Compensated Absences	327,087	185,975	177,182	335,880	-
Total Long-Term Debt	$ 92,578,286	$ 27,665,662	$ 23,796,584	$ 96,447,364	$ 1,864,486

Payments on the general obligation bonds are made from the Bond Interest and Redemption Fund using local revenues.

General Obligation Bonds Payable

On August 1, 1996, the District issued $34,996,263 in General Obligation Bonds (GO Bonds). The County Treasurer levies annual ad valorem taxes for required debt service payments. Bond proceeds have been and will be used for improvements and construction at the District's school sites.

On October 25, 2012, the District issued $19,715,860 in Election 2012, Series A GO Bonds. This included principal of $18,000,000, with a premium of $1,715,860. The bonds mature on August 1, 2037. Total debt service for the bonds is $27,843,608. Bond proceeds will be used for improvements and construction at the District's school sites. In August 2017, the District issued 2017 GO Refunding Bonds for the purpose of refunding certain maturities of the outstanding Election 2012 Series A GO Bonds.

On January 14, 2015, the District issued $21,067,416 in Election 2012, Series B GO Bonds. This included principal of $20,000,000, with a premium of $1,067,416. The bonds mature on August 1, 2044. Total debt service for the bonds is $35,591,991. Bond proceeds will be used for improvements and construction at the District's school sites.

On January 18, 2017, the District issued $20,571,771 in Election 2012, Series C GO Bonds. This included principal of $20,000,000 with a premium of $571,771. The bonds mature on August 1, 2046. Total debt

service for the bonds is $39,133,222. Bond proceeds will be used for improvements and construction at the District's school sites.

On August 31, 2017, the District issued $4,610,000 in 2017 GO Refunding Bonds for the purpose of partially refunding its outstanding obligation under Election 2012, Series A GO Bonds. The proceeds of the 2017 GO Refunding Bonds were used to defease and redeem $4,700,000 principal amount of the District's outstanding Election 2012, Series A GO Bonds. The amounts defeased have been removed from the government-wide financial statement of net position. The District completed the refunding to obtain an economic gain (difference between the present value of the old and the new debt service payments) of $269,940.

The following summarizes the bonds outstanding as of June 30, 2018:

Bond	Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds Outstanding July 01, 2017	Issued	Redeemed	Bonds Outstanding June 30, 2018
1996	8/1/96	8/1/21	3.75-6.0%	$34,996,263	$ 6,479,389	$ -	$ 1,313,599	$ 5,165,790
2012A	10/25/12	8/1/37	2.0-5.0%	18,000,000	15,145,000	-	5,140,000	10,005,000
2012B	1/14/2015	8/1/44	2.0-5.0%	20,000,000	18,785,000	-	750,000	18,035,000
2012C	1/18/2017	8/1/46	3.38-5%	20,000,000	20,000,000	-	-	20,000,000
2017	8/31/2017	8/1/28	2.0-5.0%	4,610,000	-	4,610,000	-	4,610,000
Total General Obligation Bonds				$72,996,263	$60,409,389	$ 4,610,000	$ 7,203,599	$ 57,815,790

As of June 30, 2018, the annual debt service requirements of the general obligation bonds were as follows:

Fiscal Year	Principal	Interest	Total
2019	$ 1,864,486	$ 5,658,001	$ 7,522,487
2020	1,879,765	5,934,835	7,814,600
2021	1,920,148	6,201,027	8,121,175
2022	1,981,391	6,487,059	8,468,450
2023	770,000	2,162,850	2,932,850
2024-2028	4,900,000	7,761,175	12,661,175
2029-2033	7,245,000	7,674,300	14,919,300
2034-2038	11,005,000	6,203,132	17,208,132
2039-2043	12,915,000	3,366,578	16,281,578
2043-2047	13,335,000	1,653,816	14,988,816
Total	$ 57,815,790	$ 53,102,773	$ 110,918,563

7. JOINT POWERS AGREEMENTS

The District participates in a joint powers agreement ("JPA") with the San Mateo County Schools Insurance Group ("SMCSIG"). A board consisting of a representative from each member district governs the JPA. The governing board controls the operation of the JPA independent of any influence by the District beyond the District's representation on the governing board. The JPA is independently accountable for its fiscal matters. Budgets are not subject to any approval other than that of the governing board. Member districts share surpluses and deficits proportionately to their participation. The relationship between the District and the JPA is such that the JPA is not a component unit of the District for financial reporting purposes.

The following is a summary of coverage provided by SMCSIG JPA and its most recent financial statement information:

	SMCSIG June 30, 2018
Total Assets & Deferred Outflows	$ 25,857,722
Total Liabilities & Deferred Inflows	10,504,013
Total Equity	15,353,709
Total Revenues	45,214,456
Total Expenditures	42,672,851

8. COMMITMENTS AND CONTINGENCIES

Litigation

Various claims involving the District are currently outstanding. However, management believes, based on consultation with legal counsel, that the ultimate resolution of these matters will not have a material adverse effect on the District's financial position or results of operations.

Federal and State Allowances, Award, and Grants

The District has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

9. CALPERS PENSION PLAN

General Information about the PERS Pension Plan

Plan Description - All qualified permanent and probationary employees are eligible to participate in the District's CalPERS Employee Pension Plan (the Plan), a cost-sharing multiple employer defined benefit pension plans administered by the California Public Employees' Retirement System (CalPERS). Benefit provisions under the Plans are established by State statute and District resolution. CalPERS issues publicly available reports that include a full description of the pension plans regarding benefit provisions, assumptions and membership information that can be found on the CalPERS website.

Benefits Provided - CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of credited service, equal to one year of full time employment. Members with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after 10 years of service. The death benefit is one of the following: the Basic Death Benefit, the 1957 Survivor Benefit, or the Optional Settlement 2W Death Benefit. The cost of living adjustments for the Plan are applied as specified by the Public Employees' Retirement Law.

The Plans' provisions and benefits in effect at June 30, 2018, are summarized as follows:

	CalPERS	
	Classic	PEPRA
Benefit formula	2% @ 55	2% @ 62
Benefit vesting schedule	5 Years	5 Years
Benefit payments	Monthly for Life	Monthly for Life
Retirement age	55	62
Monthly benefits as a % of eligible compensation	2.0% to 2.5%	2.00%
Required employee contribution rates	7.0%	6.0%
Required employer contribution rates	15.531%	15.531%

Contributions - Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Funding contributions for the Plan are determined annually on an actuarial basis as of June 30 by CalPERS. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The District is required to contribute the difference between the actuarially determined rate and the contribution rate of employees.

For the year ended June 30, 2018, the District's contributions were $760,509.

Pension Liabilities, Pension Expenses and Deferred Outflows/Inflows of Resources Related to PERS

As of June 30, 2018, the District reported net pension liabilities for its proportionate shares of the net pension liability of the Plan as follows:

	Proportionate Share of Net Pension Liability/(Asset)
CalPERS	$ 10,250,911

The District's net pension liability for the Plan is measured as the proportionate share of the net pension liability. The net pension liability of the Plan is measured as of June 30, 2017, and the total pension liability for the Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2016 rolled forward to June 30, 2017 using standard update procedures. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined.

The District's proportionate share of the net pension liability for the Plan as of June 30, 2017 and 2018 was as follows:

	CalPERS
Proportion - June 30, 2017	0.04560%
Proportion - June 30, 2018	0.04294%
Change - Increase/(Decrease)	-0.00266%

For the year ended June 30, 2018, the District recognized pension expense of $1,855,251 for the Plan.

At June 30, 2018, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	CalPERS	
	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes of Assumptions	$ 1,376,615	$ -
Differences between Expected and Actual Experience	367,248	-
Differences between Projected and Actual Investment Earnings	354,611	-
Differences between Employer's Contributions and Proportionate Share of Contributions	-	7,852
Change in Employer's Proportion	-	32,976
Pension Contributions Made Subsequent to Measurement Date	905,457	-
Total	$ 3,003,931	$ 40,828

The District reported $905,457 as deferred outflows of resources related to contributions subsequent to the measurement date that will be recognized as a reduction of the net pension liability in the year ended June 30, 2019.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

Fiscal Year Ending June 30:	Outflows/(Inflows) of Resources CalPERS
2019	$ 622,820
2020	1,034,166
2021	594,846
2022	(194,185)
2023	-
Thereafter	-
Total	$ 2,057,647

Actuarial Assumptions - The total pension liabilities in the June 30, 2016 actuarial valuations were determined using the following actuarial assumptions:

Valuation Date	June 30, 2016
Measurement Date	June 30, 2017
Actuarial Cost Method	Entry-Age Normal Cost Method
Actuarial Assumptions:	
Discount Rate	7.15%
Inflation	2.75%
Payroll Growth	3.00%
Projected Salary Increase	(1)
Investment Rate of Return	7.5% (2)
Mortality	(3)

(1) Varies by age and service
(2) Net of pension plan investment expenses, including inflation
(3) Derived using CalPERS' membership data for all funds

Discount Rate - The discount rate used to measure the total pension liability was 7.15 percent for the Plan. To determine whether the municipal bond rate should be used in the calculation of a discount rate for the Plan, CalPERS stress tested plans that would most likely result in a discount rate that would be different from the actuarially assumed discount rate. Based on the testing, none of the tested plans run out of assets. Therefore, the current 7.15 percent discount rate is adequate and the use of the municipal bond rate calculation is not necessary. The long term expected discount rate of 7.15 percent will be applied to all plans in the Public Employees Retirement Fund (PERF). The stress test results are presented in a detailed report that can be obtained from the CalPERS website.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Using historical returns of all the funds' asset classes, expected compound returns were calculated over the short-term (first 10 years) and the long-term (11-60 years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest one quarter of one percent..

The table below reflects the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These rates of return are net of administrative expenses.

Asset Class	New Strategic Allocation	Real Return Years 1 - 10 (a)	Real Return Years 11+ (b)
Global Equity	47.00%	4.90%	5.38%
Fixed Income	19.00%	0.80%	2.27%
Inflation Sensitive	6.00%	0.60%	1.39%
Private Equity	12.00%	6.60%	6.63%
Real Estate	11.00%	2.80%	5.21%
Infrastructure and Forestland	3.00%	3.90%	5.36%
Liquidity	2.00%	-0.40%	-0.90%
Total	100.00%		

(a) An expected inflation of 2.5% used for this period.
(b) An expected inflation of 3.0% used for this period.

Sensitivity of the Proportionate Share of the Net Pension Liability to Changes in the Discount Rate - The following presents the District's proportionate share of the net pension liability for the Plan, calculated using the discount rate for the Plan, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower or 1-percentage point higher than the current rate:

	CalPERS
1% Decrease	6.15%
Net Pension Liability	$ 15,082,375
1% Current	7.15%
Net Pension Liability	$ 10,250,911
1% Increase	8.15%
Net Pension Liability	$ 6,242,807

Pension Plan Fiduciary Net Position - Detailed information about each pension plan's fiduciary net position is available in the separately issued CalPERS financial reports.

10. CALIFORNIA STATE TEACHERS' RETIREMENT SYSTEM (STRS) PENSION PLAN

General Information about the STRS Pension Plan

Plan Description - The District contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information.

Benefits Provided - STRS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of credited service, equal to one year of full time employment. The cost of living adjustments for the Plan are applied as specified by the retirement Law. The Plan's provisions and benefits in effect at June 30, 2018, are summarized as follows:

	CalSTRS	
	Tier 1	Tier 2
Benefit formula	2% @ 60	2% @ 62
Benefit vesting schedule	5 Years	5 Years
Benefit payments	Monthly for Life	Monthly for Life
Retirement age	60	62
Monthly benefits as a % of eligible compensation	2.000%	2.000%
Required employee contribution rates	10.250%	9.205%
Required employer contribution rates	14.430%	14.430%

Contributions - As part of the annual valuation process, the Normal Cost rate is determined as the basis for setting the base member contribution rate for the following fiscal year. Generally, the base member contribution rate is one-half of the Normal Cost rate within certain parameters. Required member, employer and state contribution rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level percentage of payroll using the entry age normal actuarial cost method.

For the year ended June 30, 2018, the District's contributions were as follows:

	CalSTRS
Employer Contributions	$ 2,158,869
State Contributions	1,201,684
Total	$ 3,360,553

Pension Liabilities, Pension Expenses and Deferred Outflows/Inflows of Resources Related to STRS

As of June 30, 2018, the District reported net pension liabilities for its proportionate shares of the net pension liability of the Plan as follows:

	Proportionate Share of Net Pension Liability/(Asset)
District	$ 24,969,330
State	9,281,100
Total	$ 34,250,430

The District's net pension liability for the Plan is measured as the proportionate share of the net pension liability. The net pension liability of the Plan is measured as of June 30, 2015, and the total pension liability for the Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2016 rolled forward to June 30, 2017 using standard update procedures. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined.

The state contributed 8.828 percent of the members' creditable earnings from the fiscal year ending in the prior calendar year. Also, as a result of AB 1469, the additional state appropriation required to fully fund the benefits in effect as of 1990 by 2046 is specific in subdivision (b) of Education Code Section 22955.1. The increased contributions end as of fiscal year 2046-2047.

The District's proportionate share of the net pension liability for the Plan as of June 30, 2017 and 2018 was as follows:

	CalSTRS
Proportion - June 30, 2017	0.02900%
Proportion - June 30, 2018	0.02700%
Change - Increase/(Decrease)	-0.00200%

For the year ended June 30, 2018, the District recognized pension expense of $2,279,914 for the Plan.

At June 30, 2018, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	CalSTRS	
	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes of Assumptions	$ 4,625,910	$ -
Differences between Expected and Actual Experience	-	343,170
Differences between Projected and Actual Investment Earnings	-	665,010
Differences between Employer's Contributions and Proportionate Share of Contributions	740,210	-
Change in Employer's Proportion	-	873,417
Pension Contributions Made Subsequent to Measurement Date	2,158,869	-
Total	$ 7,524,989	$ 1,881,597

The District reported $2,158,869 as deferred outflows of resources related to contributions subsequent to the measurement date that will be recognized as a reduction of the net pension liability in the year ended June 30, 2019.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

Fiscal Year Ending June 30:	Outflows/(Inflows) of Resources CalSTRS
2019	$ 150,373
2020	1,121,698
2021	763,678
2022	112,303
2023	644,051
Thereafter	692,420
Total	$ 3,484,523

Actuarial Assumptions - The total pension liabilities in the June 30, 2016 actuarial valuations were determined using the following actuarial assumptions:

Valuation Date	June 30, 2016
Measurement Date	June 30, 2017
Actuarial Cost Method	Entry-Age Normal Cost Method
Actuarial Assumptions:	
Discount Rate	7.10%
Inflation	2.75%
Payroll Growth	3.50%
Projected Salary Increase	(1)
Investment Rate of Return	7.50% (2)
Mortality	(3)

(1) Varies by age and service. Approximately 6% average over career including inflation

(2) Net of pension plan investment expenses and administrative expenses, including inflation

(3) Derived using CalSTRS' membership data for all funds

Discount Rate - The discount rate used to measure the total pension liability was 7.10 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increases per AB 1469. Projected inflows from investment earnings were calculated using the long term assumed investment rate of return (7.10 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

The table below reflects the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These rates of return are net of administrative expenses.

Asset Class	New Strategic Allocation	Long-Term Expected Rate of Return [1]
Global Equity	47.00%	6.30%
Fixed Income	12.00%	0.30%
Real Estate	13.00%	5.20%
Private Equity	13.00%	9.30%
Absolute Return / Risk Mitigating Strategies	9.00%	2.90%
Inflation Sensitive	4.00%	3.80%
Cash / Liquidity	2.00%	-1.00%
Total	100.00%	

[1] 20 year average

Sensitivity of the Proportionate Share of the Net Pension Liability to Changes in the Discount Rate - The following presents the District's proportionate share of the net pension liability for the Plan, calculated using the discount rate for the Plan, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower or 1-percentage point higher than the current rate:

		CalSTRS
1% Decrease		6.10%
Net Pension Liability	$	36,663,300
1% Current		7.10%
Net Pension Liability	$	24,969,330
1% Increase		8.10%
Net Pension Liability	$	15,479,370

Pension Plan Fiduciary Net Position - Detailed information about each pension plan's fiduciary net position is available in the separately issued STRS financial reports.

REQUIRED SUPPLEMENTARY INFORMATION

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL (GAAP)
GENERAL FUND
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

	Budgeted Amounts			Variance with Final Budget
	Original	Final	Actual (GAAP Basis)	Positive - (Negative)
Revenues:				
LCFF sources	$ 28,637,986	$ 28,549,593	$ 28,533,311	$ (16,282)
Federal revenues	1,582,919	1,743,808	1,435,546	(308,262)
Other state	2,197,131	3,130,111	3,119,658	(10,453)
Other local	2,980,433	3,331,515	3,047,723	(283,792)
Total revenues	35,398,469	36,755,027	36,136,238	(618,789)
Expenditures:				
Certificated salaries	14,638,550	15,821,532	15,495,470	326,062
Classified salaries	5,474,371	5,442,228	6,096,906	(654,678)
Employee benefits	9,102,785	8,843,030	9,108,627	(265,597)
Books and supplies	1,577,548	1,815,391	1,303,506	511,885
Services and other operating expenditures	5,022,096	5,623,145	5,229,683	393,462
Capital outlay	-	6,423	8,253	(1,830)
Other outgo	225,788	302,960	203,739	99,221
Total expenditures	36,041,138	37,854,709	37,446,184	408,525
Excess (deficiency) of revenues over (under) expenditures	(642,669)	(1,099,682)	(1,309,946)	(210,264)
Other financing sources (uses):				
Transfers in	-	-	53,850	53,850
Transfers out	(170,000)	(170,000)	(163,000)	7,000
Total other financing sources (uses)	(170,000)	(170,000)	(109,150)	60,850
Change in fund balance	(812,669)	(1,269,682)	(1,419,096)	(149,414)
Fund balances beginning	6,151,853	6,151,853	6,151,853	-
Fund balances ending	$ 5,339,184	$ 4,882,171	$ 4,732,757	$ (149,414)

The budgetary control level is by object on the modified accrual basis per U.S. GAAP. Expenditures can not legally exceed appropriations by major object. The above excesses were not in accordance with Education Code 42600.

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF PENSION PLAN CONTRIBUTIONS
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

CalPERS	2018	2017	2016	2015
Contractually Required Contributions (Actuarially Determined)	$ 905,457	$ 760,509	$ 647,624	$ 542,031
Contributions in Relation to Actuarially Determined Contributions	905,457	760,509	647,624	542,031
Contribution Deficiency (Excess)	$ -	$ -	$ -	$ -
Covered Employee Payroll	**$ 5,829,998**	**$ 5,476,015**	**$ 5,466,427**	**$ 4,604,800**
Contributions as a Percentage of Covered Payroll	**15.53%**	**13.89%**	**11.85%**	**11.77%**

Notes to Schedule:

Valuation Date: June 30, 2016

Assumptions Used:
- Entry Age Method used for Actuarial Cost Method
- Level Percentage of Payroll and Direct Rate Smoothing
- 4 Years Remaining Amortization Period
- Inflation Assumed at 2.75%
- Investment Rate of Returns set at 7.5%
- CalPERS mortality table using 20 years of membership data for all funds

STRS	2018	2017	2016	2015
Contractually Required Contributions (Actuarially Determined)	$ 2,158,869	$ 1,800,800	$ 1,534,386	$ 1,192,438
Contributions in Relation to Actuarially Determined Contributions	2,158,869	1,800,800	1,534,386	1,192,438
Contribution Deficiency (Excess)	$ -	$ -	$ -	$ -
Covered Employee Payroll	**$ 14,960,977**	**$ 14,314,785**	**$ 14,299,963**	**$ 13,428,356**
Contributions as a Percentage of Covered Payroll	**14.43%**	**12.58%**	**10.73%**	**8.88%**

Notes to Schedule:

Valuation Date: June 30, 2016

Assumptions Used:
- Entry Age Method used for Actuarial Cost Method
- Level Percentage of Payroll
- 7 Years Remaining Amortization Period
- Inflation Assumed at 3.00%
- Investment Rate of Returns set at 7.50%
- STRS mortality table using membership data for all funds

Fiscal year 2015 was the first year of implementation, therefore only four years are shown.
There were no changes in benefit terms.
PERS discount rates were reduced from 7.5 to 7.65 in 2017 and then again to 7.15 in 2018.
STRS discount rates wee reduced from 7.60 in 2017 to 7.10 in 2018.

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF PROPORTIONATE SHARE OF NET PENSION LIABILITIES
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

CalPERS	2018	2017	2016	2015
District's Proportion of Net Pension Liability	0.04294%	0.04121%	0.03972%	0.04170%
District's Proportionate Share of Net Pension Liability	$ 10,250,911	$ 8,139,553	$ 5,855,010	$ 4,733,965
District's Covered Employee Payroll	$ 5,476,015	$ 5,466,427	$ 4,604,800	$ 4,379,400
District's Proportionate Share of NPL as a % of Covered Employee Payroll	**187.20%**	**148.90%**	**127.15%**	**108.10%**
Plan's Fiduciary Net Position as a % of the TPL	**71.87%**	**73.90%**	**79.43%**	**83.38%**

STRS	2018	2017	2016	2015
District's Proportion of Net Pension Liability	0.02700%	0.02559%	0.02490%	0.02800%
District's Proportionate Share of Net Pension Liability	$ 24,969,330	$ 20,695,361	$ 16,763,831	$ 16,362,360
District's Covered Employee Payroll	$ 14,314,785	$ 14,299,963	$ 13,428,356	$ 12,630,436
District's Proportionate Share of NPL as a % of Covered Employee Payroll	**174.43%**	**144.72%**	**124.84%**	**129.55%**
Plan's Fiduciary Net Position as a % of the TPL	**69.46%**	**70.04%**	**74.02%**	**76.52%**

Fiscal year 2015 was the first year of implementation, therefore only four years are shown.
There were no changes in benefit terms.
PERS discount rates were reduced from 7.5 to 7.65 in 2017 and then again to 7.15 in 2018.
STRS discount rates wee reduced from 7.60 in 2017 to 7.10 in 2018.

SUPPLEMENTARY INFORMATION

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Nonmajor Governmental Funds
Combining Schedules

CABRILLO UNIFIED SCHOOL DISTRICT
NONMAJOR GOVERNMENTAL FUNDS
COMBINING BALANCE SHEET
JUNE 30, 2018

	Special Revenue Funds				Capital Projects Fund	
	Adult Education Fund	Child Development Fund	Cafeteria Fund	Deferred Maintenance Fund	Capital Facilities Fund	Total Nonmajor Governmental Funds
Assets						
Cash and investments	$ 37,477	$ 58,902	$ 572	$ 224	$ 999,796	$ 1,096,971
Accounts receivable	105,999	24,558	167,356	-	27,159	325,072
Prepaid items and inventory	-	-	12,955	-	-	12,955
Total Assets	$ 143,476	$ 83,460	$ 180,883	$ 224	$ 1,026,955	$ 1,434,998
Liabilities and Fund Balances						
Liabilities:						
Accounts payable	$ 10,518	$ -	$ 2,486	$ -	$ 460	$ 13,464
Due to other funds	17,760	-	165,214	-	-	182,974
Total Liabilities	28,278	-	167,700	-	460	196,438
Fund Balances:						
Nonspendable stores inventories	-	-	12,955	-	-	12,955
Restricted for child development	-	81,432	-	-	-	81,432
Restricted for adult education	98,229	-	-	-	-	98,229
Restricted for cafeteria programs	-	-	228	-	-	228
Restricted for capital projects	-	-	-	-	1,026,495	1,026,495
Assigned for site repairs	-	-	-	224	-	224
Assigned for child development	-	2,028	-	-	-	2,028
Assigned for adult education	16,969	-	-	-	-	16,969
Total Fund Balances	115,198	83,460	13,183	224	1,026,495	1,238,560
Total Liabilities and Fund Balances	$ 143,476	$ 83,460	$ 180,883	$ 224	$ 1,026,955	$ 1,434,998

CABRILLO UNIFIED SCHOOL DISTRICT
NONMAJOR GOVERNMENTAL FUNDS
COMBINING SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

	Special Revenue Funds				Capital Projects Fund	
	Adult Education Fund	Child Development Fund	Cafeteria Fund	Deferred Maintenance Fund	Capital Facilities Fund	Total Nonmajor Governmental Funds
Revenues:						
Federal revenue	$105,592	$ -	$ 545,411	$ -	$ -	$ 651,003
Other state	326,061	-	44,193	-	-	370,254
Other local	8,890	83,667	179,204	3	323,260	595,024
Total revenues	440,543	83,667	768,808	3	323,260	1,616,281
Expenditures:						
Current						
Instruction	103,555	-	-	-	-	103,555
Instruction-related services:						
Supervision of instruction	5,215	-	-	-	-	5,215
School site administration	296,759	-	-	-	-	296,759
Pupil services:						
Food services	-	-	927,643	-	-	927,643
General administration:						
All other general administration	16,941	-	-	-	-	16,941
Plant services	-	-	3,956	-	13,827	17,783
Facilities acquisition and construction	-	-	-	-	460	460
Community services	-	83,403	-	-	-	83,403
Total expenditures	422,470	83,403	931,599	-	14,287	1,451,759
Excess (deficiency) of revenues over (under) expenditures	18,073	264	(162,791)	3	308,973	164,522
Other financing sources (uses):						
Transfers in	-	-	163,000	-	-	163,000
Transfers out	-	-	-	-	-	-
Total other financing sources (uses)	-	-	163,000	-	-	163,000
Change in fund balances	18,073	264	209	3	308,973	327,522
Fund balances beginning	97,125	83,196	12,974	221	717,522	911,038
Fund balances ending	$115,198	$ 83,460	$ 13,183	$ 224	$1,026,495	$ 1,238,560

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STATE AND FEDERAL AWARD COMPLIANCE SECTION

CABRILLO UNIFIED SCHOOL DISTRICT
ORGANIZATION (UNAUDITED)
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

Cabrillo Unified School District, located just south of San Francisco on the beautiful Pacific Coast, was established on July 1, 1965 and encompasses an area of approximately 135 square miles. The District currently operates four elementary schools, one intermediate school, one high school, a continuation school, and an adult education program.

The Board of Education for the fiscal year ended June 30, 2018, was comprised of the following members:

Governing Board

Name	Office	Term Expires
Rob Pappalardo	President	2018
Sophia Layne	Vice President	2020
Kimberly Hines	Clerk	2020
Kirk Reimer	Member	2018
Freya McCamant	Member	2018

Administration

Jane Yuster, Superintendent

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

	Second Period Report	Annual Report
Regular ADA:		
Grades TK/K through three	875.15	878.69
Grades four through six	696.31	694.98
Grades seven and eight	509.88	510.05
Grades nine and twelve	995.19	994.87
Regular ADA Totals	3,076.53	3,078.59
Extended year special education:		
Grades TK/K through three	0.17	0.17
Grades four through six	0.11	0.11
Grades seven and eight	-	-
Grades nine and twelve	0.69	0.69
Special education - nonpublic and nonsectarian:		
Grades TK/K through three	0.98	0.98
Grades four through six	2.77	2.51
Grades nine and twelve	2.86	3.21
Extended year special education - nonpublic and nonsectarian:		
Grades TK/K through three	0.89	0.89
Grades four through six	1.29	1.29
Grades seven and eight	0.51	0.51
Grades nine and twelve	0.98	0.98
ADA Totals	3,087.78	3,089.93

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF INSTRUCTIONAL TIME OFFERED
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

Grade Level	Minutes Requirements	2017-18 Actual Minutes	Number of Days Traditional Calendar	Number of Days Multitrack Calendar	Status
Kindergarten	36,000	38,300	180	0	In compliance
Grade 1	50,400	50,670	180	0	In compliance
Grade 2	50,400	50,670	180	0	In compliance
Grade 3	50,400	50,670	180	0	In compliance
Grade 4	54,000	54,895	180	0	In compliance
Grade 5	54,000	54,895	180	0	In compliance
Grade 6	54,000	56,622	180	0	In compliance
Grade 7	54,000	56,622	180	0	In compliance
Grade 8	54,000	56,622	180	0	In compliance
Grade 9	64,800	65,480	180	0	In compliance
Grade 10	64,800	65,480	180	0	In compliance
Grade 11	64,800	65,480	180	0	In compliance
Grade 12	64,800	65,480	180	0	In compliance

School districts and charter schools must maintain their instructional minutes as defined in Education Code Section 46207. This schedule is required of all districts and charter schools, including basic aid districts.

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instruction time offered by the District and whether the District complied with the provisions of Education Code Sections 46200 through 46206. The District has not met or exceeded its target funding.

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS (UNAUDITED)
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

	(Budget [1]) 2019	2018	2017	2016
General Fund				
Revenues and other financial sources	$ 37,329,576	$ 36,190,088	$ 35,770,564	$ 35,827,723
Expenditures	37,807,751	37,446,184	34,509,531	33,626,408
Other uses and transfers (out)	123,217	163,000	143,435	88,000
Total outgo	37,930,968	37,609,184	34,652,966	33,714,408
Change in fund balance	$ (601,392)	$ (1,419,096)	$ 1,117,598	$ 2,113,315
Ending fund balance	$ 4,131,365	$ 4,732,757	$ 6,151,853	$ 5,034,255
Available reserves [2]	$ 3,785,458	$ 4,416,498	$ 5,353,455	$ 2,656,571
Designated for economic uncertainty	$ 1,208,509	$ 1,198,854	$ 1,109,605	$ 1,011,433
Unassigned fund balance	$ 2,576,949	$ 3,217,644	$ 4,243,850	$ 1,645,138
Available reserves as a percentage of total outgo	10%	12%	15%	8%
Total long-term liabilities	$ 94,582,878	$ 96,447,364	$ 92,578,286	$ 68,865,377
Average daily attendance (ADA) at P-2	3,156	3,088	3,151	3,187

ADA has decreased by 99 since 2016. The district anticipates a increase of 68 ADA in 2018/19.

The general fund balance has decreased by $301,498 since 2016. For a district this size, the state recommends available reserves of at least 3% of total general fund expenditures, transfers out, other uses (total outgo).

The district operated at a surplus in two of the past three years. Total long-term debt has increased by $27,581,987 over the past three years.

[1] Budget numbers are based on the first adopted budget of the fiscal year 2018/19.

[2] Available reserves consists of all unassigned fund balances in the general fund, which includes the reserve for economic uncertainties.

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

PROGRAM NAME	Federal Catalog Number		Pass Through Number	Program Expenditures
U. S. DEPARTMENT OF AGRICULTURE				
Passed Through California Department of Education				
Child Nutrition Cluster				
National School Lunch Program	10.555	(1)	13391	$ 398,413
School Breakfast Program	10.553	(1)	13391	146,998
TOTAL U.S. DEPARTMENT OF AGRICULTURE				545,411
U. S. DEPARTMENT OF EDUCATION				
Passed Through California Department of Education				
Special Education Cluster				
Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027		13379	542,336
Special Ed: IDEA Preschool Grants, Part B, Sec 619	84.173		13430	14,198
Special Ed: IDEA Preschool Local Entitlement, Part B, Sec 611	84.027		13682	44,222
Special Ed: IDEA Preschool Staff Development, Part B, Sec 619	84.173		13431	163
Special Ed: IDEA Local Assistance, Part B, Sec 611, Private School ISPs	84.027		10115	8,317
Total Special Education Cluster				609,236
Title I, Part C				
NCLB: Title I, Part C, Migrant Ed (Regular and Summer Program)	84.011		14326	186,954
NCLB: Title I, Migrant Education Summer Program	84.011		10005	32,807
NCLB: Title I, Part C, Even Start Migrant Education (MEES)	84.011		14768	47,246
Total Title I, Part C				267,007
Adult Education				
Adult Education: Adult Basic Education & ELA (Section 231)	84.002A		14508	58,863
Adult Education: Adult Secondary Education (Section 231)	84.002		13978	4,447
Adult Education: English Literacy & Civics Education	84.002		14750	42,282
Total Adult Education				105,592
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	84.010	(1)	14329	384,182
NCLB Title I, Part G: Advanced Placement Test Free Reimbursement	84.330		14831	929
Department of Rehab: Workability II, Transition Partnership	84.126		10006	74,481
Carl D. Perkins Career and Technical Education: Secondary, Section 131	84.048		14894	14,218
ESEA (ESSA): Title II, Part A, Teacher Quality Local Grants	84.367		14341	37,812
NCLB: Title III, English Learner Student Program	84.365		14346	21,113
TOTAL U. S. DEPARTMENT OF EDUCATION				1,514,570
TOTAL FEDERAL PROGRAMS				$ 2,059,981

(1) Audited as major program

CABRILLO UNIFIED SCHOOL DISTRICT
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT (SACS)
WITH AUDITED FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

	General Fund	Special Reserve Fund for Other Than Capital Outlay	Building Fund	Bond Interest and Redemption Fund	Other Nonmajor Governmental Funds
June 30, 2018 Annual Financial and Budget Report (SACS) Fund Balances	$ 4,662,178	$ 70,579	$ 9,453,287	$ 6,572,897	$ 1,238,560
Adjustments & Reclassifications:					
Special Reserve Fund for Other Than Capital Outlay:					
Cash with County Treasury	70,272	(70,272)	-	-	-
Accounts receivable	307	(307)	-	-	-
June 30, 2018 Audited Financial Statements Fund Balances	$ 4,732,757	$ -	$ 9,453,287	$ 6,572,897	$ 1,238,560

1. PURPOSE OF SCHEDULES

A. Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes in the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments in state funds are made to school Districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

B. Schedule of Instructional Time

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day and Longer Instructional Year. This schedule presents information on the amount of instructional time offered by the District and whether the District complied with the provisions of Education Code Sections 46200 through 46206.

C. Schedule of Financial Trends and Analysis

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

D. Schedule of Expenditures of Federal Awards

Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Regulations, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requires a disclosure of the financial activities of all federally funded programs. This schedule was prepared to comply with Uniform Guidance requirements.

E. Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balances of all funds reported on the SACS report to the audited financial statements.

2. RESULTS OF RECONCILIATIONS OF EXPENDITURES PER SCHEDULE OF GRANT ACTIVITY WITH THE DISTRICT'S ACCOUNTING SYSTEM

There were no material unreconciled differences between the District's records and the Schedule of Federal Grant Activity as shown on the Schedule of Expenditures of Federal Awards.

3. BASIS OF PRESENTATION - SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Regulations, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

4. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

Expenditures reported on the schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowed or are limited as to reimbursement. Negative amounts shown on the schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years. The District has elected not to use the 10 percent de minimus indirect cost rate as allowed under Uniform Guidance.

5. EARLY RETIREMENT INCENTIVE PROGRAM

The District has not adopted an early retirement incentive program, pursuant to Education Code Sections 22714 and 44929, whereby the service credit to eligible employees is increased to two years.

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OTHER INDEPENDENT AUDITOR'S REPORTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

The Honorable Board of Trustees
Cabrillo Unified School District
Half Moon Bay, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated December 6, 2018.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and

material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



December 6, 2018
San Jose, California

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY TITLE 2 CFR PART 200 (UNIFORM GUIDANCE)

The Honorable Board of Trustees
Cabrillo Unified School District
Half Moon Bay, California

Report on Compliance for Each Major Federal Program

We have audited Cabrillo Unified School District's compliance with the types of compliance requirements described in *OMB Compliance Supplement* that could have a direct and material effect on each of Cabrillo Unified School District's major federal programs for the year ended June 30, 2018. Cabrillo Unified School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; and the audit requirements of *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Regulations, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Cabrillo Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the District's compliance.

Opinion on Each Major Federal Program

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018.

Report on Internal Control over Compliance

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



December 6, 2018
San Jose, California

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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON STATE PROGRAMS

The Honorable Board of Trustees
Cabrillo Unified School District
Half Moon Bay, California

Compliance

We have audited the Cabrillo Unified School District's (the District) compliance with the types of compliance requirements described in the *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, that could have a direct and material effect on each of the District's state programs identified below for the year ended June 30, 2018.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each applicable program as identified in the State's audit guide, *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards, and state audit, guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above, that could have a material effect on compliance with the state laws and regulations described in the schedule below, occurred. An audit includes examining, on a test basis, evidence supporting the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

In connection with the compliance audit referred to above, we selected and tested transactions and records to determine the District's compliance with the state laws and regulations applicable to the following items:

Description	Procedures Performed
Local Education Agencies Other than Charter Schools:	
Attendance	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Independent Study	No
Continuation Education	No

Description	Procedures Performed
Instructional Time	Yes
Instructional Materials	Yes
Ratios of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	N/A
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	N/A
Middle or Early College High Schools	N/A
K-3 Grade Span Adjustment	Yes
Transportation Maintenance of Effort	Yes
Apprenticeship: Related and Supplemental Instruction	N/A
School Districts, County Offices of Education, and Charter Schools	
Educator Effectiveness	Yes
California Clean Energy Job Acts	Yes
After/Before School Education and Safety Program:	
General Requirements	Yes
After School	Yes
Before School	N/A
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	No
Charter Schools:	
Attendance	N/A
Mode of Instruction	N/A
Nonclassroom-Based Instruction/Independent Study for Charter Schools	N/A
Determination of Funding for Nonclassroom - Based Instruction	N/A
Annual Instructional Minutes - Classroom Based	N/A
Charter School Facility Grant Program	N/A

We did not perform the audit procedures for Continuation Education, Full-time Independent Study and Independent Study-Course Based programs because the ADA was under the level that requires testing.

Opinion

In our opinion, Cabrillo Unified School District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on State Programs for the fiscal year ended June 30, 2018.

[redacted]

December 6, 2018
San Jose, California

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FINDINGS AND RECOMMENDATIONS

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued	**Unmodified**
Internal control over financial reporting:	
Material weaknesses?	____ Yes **x** No
Significant deficiencies identified not considered to be material weaknesses?	____ Yes **x** No
Non-compliance material to financial statements noted?	____ Yes **x** No

Federal Awards

Internal control over major programs:	
Material weaknesses?	____ Yes **x** No
Significant deficiencies identified not considered to be material weaknesses?	____ Yes **x** No
Type of auditor's report issued on compliance over major programs	**Unmodified**
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)	____ Yes **x** No

Identification of Major Programs:

CFDA Numbers	Name of Federal Program
10.553 and 10.555	Child Nutrition Cluster
84.010	Title I, Part A of the ESEA

Dollar threshold used to distinguish between type A and type B programs:	$ 750,000
Auditee qualified as low risk auditee?	____ Yes **x** No

State Awards

Internal control over state programs:	
Material weaknesses?	____ Yes **x** No
Significant deficiencies identified not considered to be material weaknesses?	____ Yes **x** No
Type of auditor's report issued on compliance over state programs:	**Unmodified**

Section II - Financial Statement Findings

None

Section III - Federal Award Findings and Questioned Costs

None

Section IV - State Award Findings and Questioned Costs

None

Section II - Financial Statement Findings

None

Section III - Federal Award Findings and Questioned Costs

None

Section IV - State Award Findings and Questioned Costs

None

* * *

The audit staff wishes to express their thanks and appreciation for the help and cooperation of the District office staff during the course of our audit.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: January 17, 2019

☒ **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
Joy Dardenelle, Assistant Superintendent, Curriculum and Instruction
Dr. Holly Wade, Assistant Superintendent, Educational Support Services
Crystal Leach, Chief Business Official

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 action. 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/AR 3514, BP 4114, 5141.6, 5144.1 and 6164.6 are provided for adoption. These Board policy and bylaw have been reviewed by appropriate staff and are submitted for your consideration. Staff has further concluded that the proposed revisions reflect new laws and/or additional CSBA suggested wordsmithing that could be considered for adoption under action items. These policies are included in the 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.

POLICY GUIDE SHEET
January 17, 2019
Page 1 of 1

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

BP/AR 3514 - Environmental Safety
(BP/AR revised)

Policy and regulation updated to reflect **NEW LAW (AB 746)** which provides that, if a community water system finds lead above specified levels in a school's potable water system, the district must notify parents/guardians, shut down fountains and faucets, and provide a source of drinking water to students. Policy also deletes details regarding district strategies that are duplicated in the AR. Regulation also updates material related to particulate filters in school buses and carbon monoxide detectors to reflect current law.

BP 4114 - Transfers
(BP revised)

Policy updated to delete provision regarding a principal's right to refuse a teacher's transfer request for a school ranked in deciles 1-3 on the API, as the API is no longer being calculated. Policy also adds philosophical statement regarding the assignment of staff in an equitable manner that meets the needs of students and each school.

BP/AR 5141.6 - School Health Services
(BP/AR revised)

Policy updated to delete references to the obsolete API, Healthy Start program, and Healthy Families program. Regulation updated to expand section on "Types of Health Services" to include additional services for which districts can receive Medi-Cal reimbursement. Regulation also includes the requirement for employees to complete a random-moment time study for the Medi-Cal Administrative Activities program and reflects **NEW LAW (AB 3192)** which requirements the Department of Health Care Services to develop a program guide for the LEA Medi-Cal Billing Option.

BP/AR 5144.1 - Suspension and Expulsion/Due Process
(BP/AR revised)

Policy and regulation updated to reflect **NEW LAW (AB 752, 2017)** which prohibits the expulsion of a child enrolled in a California State Preschool Program (CSPP) unless the district has taken specified steps and the child's continued enrollment presents a serious safety threat to the child or other enrolled children. Policy also adds data collection on the type of firearm involved in any expulsion for firearm possession, in accordance with federal law. Regulation also revises section on "Final Action by the Board" to correct the location in policy where acts requiring "mandatory recommendation and mandatory expulsion" are listed.

BP 6164.6 Identification and Education Under Section 504
(BP/AR revised)

Policy updated to add requirement to address the needs of students with disabilities in the district's local control and accountability plan. Regulation updated to reflect NEW FEDERAL REGULATIONS (81 Fed. Reg. 53203) which primarily revise definitions used in the Americans with Disabilities Act.

Cabrillo USD

Board Policy

Environmental Safety

BP 3514
Business and Noninstructional Operations

The Governing Board recognizes its obligation to provide a safe and healthy environment at school facilities for students, staff, and community members. The Superintendent or designee shall regularly assess school facilities to identify environmental health risks ***and shall develop strategies to prevent and/or mitigate environmental hazards. He/she shall consider the proven effectiveness of various options, anticipated short-term and long-term costs and/or savings to the district, and the potential impact on staff and students, including the impact on student achievement and attendance.*** ~~He/she shall establish a comprehensive plan to prevent and/or mitigate environmental hazards based on a consideration of the proven effectiveness of various options, anticipated short-term and long-term costs and/or savings to the district, and the potential impact on staff attendance, student attendance, and student achievement.~~

(cf. 0200 - Goals for the School District)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3516.3 - Earthquake Emergency Procedure System)
(cf. 3517 - Facilities Inspection)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 5030 - Student Wellness)
(cf. 5142 - Safety)
(cf. 7111 - Evaluating Existing Buildings)

Such strategies shall focus on maximizing healthy indoor air quality; monitoring the quality of outdoor air and adjusting outdoor activities as necessary; reducing exposure to vehicle emissions; minimizing exposure to lead and mercury; reducing the risk of unsafe drinking water; inspecting and properly abating asbestos; appropriately storing, using, and disposing of potentially hazardous substances; using effective least toxic pest management practices; reducing the risk of foodborne illness; and addressing any other environmental hazards identified during facilities inspections.

(cf. 3510 - Green School Operations)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 3514.1 - Hazardous Substances)
(cf. 3514.2 - Integrated Pest Management)
(cf. 3516.5 - Emergency Schedules)
(cf. 3540 - Transportation)
(cf. 3541.1 - Transportation for School-Related Trips)
(cf. 3542 - School Bus Drivers)
(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 5141.23 - Asthma Management)
(cf. 5141.7 - Sun Safety)
(cf. 5142.2 - Safe Routes to School Program)

(cf. 6142.7 - Physical Education and Activity)
(cf. 6163.2 - Animals at School)
(cf. 7150 - Site Selection and Development)

In developing strategies to promote healthy school environments, the Superintendent or designee may consult and collaborate with local environmental protection agencies, health agencies, water boards, and other community organizations.

(cf. 1020 - Youth Services)

The Superintendent or designee shall provide the district's maintenance and facilities staff, bus drivers, food services staff, teachers, and other staff as appropriate with professional development regarding their responsibilities in implementing strategies to improve and maintain environmentally safe and healthy schools.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The Superintendent or designee shall notify the Board, staff, parents/guardians, students, and/or governmental agencies, as appropriate, if an environmental hazard is discovered at a school site. The notification shall provide information about the district's actions to remedy the hazard and may recommend health screening of staff and students.

(cf. 5141.6 - School Health Services)

Legal Reference:

EDUCATION CODE
17002 Definition of "good repair"
17070.75 Facilities inspection
17582 Deferred maintenance fund
17590 Asbestos abatement fund
17608-17614 Healthy Schools Act of 2000, least toxic pest management practices
32080-32081 Carbon monoxide devices
32240-32245 Lead-Safe Schools Protection Act
48980.3 Notification of pesticides
49410-49410.7 Asbestos materials containment or removal
FOOD AND AGRICULTURAL CODE
11401-12408 Pest control operations and agricultural chemicals
13180-13188 Healthy Schools Act of 2000, least toxic pest management practices
GOVERNMENT CODE
3543.2 Scope of representation; right to negotiate safety conditions
HEALTH AND SAFETY CODE
105400-105430 Indoor environmental quality
113700-114437 California Retail Food Code, sanitation and safety requirements
116277 Lead testing of potable water at schools and requirements to remedy
CODE OF REGULATIONS, TITLE 5
14010 Standards for school site selection
CODE OF REGULATIONS, TITLE 8
337-339 Hazardous substances list
340-340.2 Occupational safety and health, rights of employees

1528-1537 Construction safety orders; exposure to hazards
5139-5223 Control of hazardous substances
CODE OF REGULATIONS, TITLE 13
2025 Retrofitting of diesel school buses
2480 Vehicle idling
CODE OF REGULATIONS, TITLE 17
35001-36100 Lead abatement services
CODE OF REGULATIONS, TITLE 22
64670-64679 Lead and copper in drinking water
CODE OF REGULATIONS, TITLE 24
915.1-915.7 California Building Standards Code; carbon monoxide devices
UNITED STATES CODE, TITLE 7
136-136y Use of pesticides
UNITED STATES CODE, TITLE 15
2601-2629 Control of toxic substances
2641-2656 Asbestos Hazard Emergency Response Act
UNITED STATES CODE, TITLE 42
1758 Food safety and inspections
CODE OF FEDERAL REGULATIONS, TITLE 40
141.1-141.723 Drinking water standards
745.61-745.339 Lead-based paint standards
763.80-763.99 Asbestos-containing materials in schools
763.120-763.123 Asbestos worker protections

Management Resources:

CSBA PUBLICATIONS
Indoor Air Quality: Governing Board Actions for Creating Healthy School Environments, Policy Brief, July 2008
Asthma Management in the Schools, Policy Brief, March 2008
Food Safety Requirements, Fact Sheet, October 2007
Sun Safety in Schools, Policy Brief, July 2006
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
School Site Selection and Approval Guide, 2000
Indoor Air Quality, A Guide for Educators, 1995
CALIFORNIA DEPARTMENT OF HEALTH SERVICES PUBLICATIONS
Report to the Legislature: Lead Hazards in California's Public Elementary Schools and Child Care Facilities, April 1998
CALIFORNIA ENVIRONMENTAL PROTECTION AGENCY: AIR RESOURCES BOARD PUBLICATIONS
Facts about Truck and Bus Regulation School Bus Provisions, rev. March 22, 2011
CALIFORNIA STATE WATER RESOURCES CONTROL BOARD PUBLICATIONS
Frequently Asked Questions about Lead Testing of Drinking Water in California Schools; Updated for Assembly Bill 746/Health and Safety Code 116277, December 15, 2017
DIVISION OF THE STATE ARCHITECT PUBLICATIONS
K-12 Occupancy Classification and Load Factors, IR A-26, rev. April 18, 2012
U.S. ENVIRONMENTAL PROTECTION AGENCY PUBLICATIONS
A Citizen's Guide to Radon: The Guide to Protecting Yourself and Your Family from Radon, 2016
Healthy School Environments Assessment Tool, rev. 2015
Indoor Air Quality Tools for Schools, rev. 2009
Mold Remediation in Schools and Commercial Buildings, September 2008
The ABCs of Asbestos in Schools, rev. August 2003
How to Manage Asbestos in School Buildings: AHERA Designated Person's Self-Study Guide, 1996
WEB SITES
CSBA: http://www.csba.org
AirNow: http://www.airnow.gov
American Association of School Administrators: http://www.aasa.org
California Air Resources Board: http://www.arb.ca.gov

California Building Standards: http://www.bsc.ca.gov/codes.aspx
California Department of Education, Health and Safety: http://www.cde.ca.gov/ls/fa/hs
California Department of Pesticide Regulation: http://www.cdpr.ca.gov
California Department of Public Health: http://www.cdph.ca.gov
California State Water Resources Control Board: https://www.waterboards.ca.gov
Centers for Disease Control and Prevention: http://www.cdc.gov
Consumer Product Safety Commission: http://www.cpsc.gov
National Center for Environmental Health: http://www.cdc.gov/nceh
Occupational Safety and Health Administration: http://www.osha.gov
U.S. Environmental Protection Agency: http://www.epa.gov

~~Strategies addressed in the district's plan shall include, but not necessarily be limited to, the following:~~

~~1. Ensuring good indoor air quality by maintaining adequate ventilation; using effective maintenance operations to reduce dust, mold, mildew, and other indoor air contaminants; and considering air quality in the site selection, design, and furnishing of new or remodeled facilities~~

~~*(cf. 3513.3 - Tobacco-Free Schools)*~~
~~*(cf. 5141.23 - Asthma Management)*~~
~~*(cf. 6163.2 - Animals at School)*~~
~~*(cf. 7150 - Site Selection and Development)*~~

~~2. Limiting outdoor activities when necessary due to poor outdoor air quality, including excessive smog, smoke, or ozone, or when ultraviolet radiation levels indicate a high risk of harm~~

~~*(cf. 3516.5 - Emergency Schedules)*~~
~~*(cf. 5141.7 - Sun Safety)*~~
~~*(cf. 6142.7 - Physical Education)*~~

~~3. Reducing exposure to diesel exhaust and other air contaminants by limiting unnecessary idling of school buses and other commercial motor vehicles~~

~~*(cf. 3540 - Transportation)*~~
~~*(cf. 3541.1 - Transportation for School-Related Trips)*~~
~~*(cf. 3542 - School Bus Drivers)*~~

~~4. Minimizing exposure to lead in paint, soil, and drinking water~~

~~5. Inspecting facilities for naturally occurring asbestos and asbestos-containing building materials that pose a health hazard due to damage or deterioration and safely removing, encapsulating, enclosing, or repairing such materials~~

~~6. Ensuring the proper storage, use, and disposal of potentially hazardous substances~~

(cf. 3514.1 - Hazardous Substances)
(cf. 6161.3 - Toxic Art Supplies)

7. Ensuring the use of effective least toxic pest management practices

(cf. 3514.2 - Integrated Pest Management)

8. Instituting a food safety program for the storage, preparation, delivery, and service of school meals in order to reduce the risk of foodborne illnesses

(cf. 3550 - Food Service/Child Nutrition Program)

In developing strategies to promote healthy school environments, the Superintendent or designee may consult and collaborate with local environmental protection agencies, health agencies, and other community organizations.

(cf. 1020 - Youth Services)

The Superintendent or designee shall provide the district's maintenance and facilities staff, bus drivers, food services staff, teachers, and other staff as appropriate with professional development regarding their responsibilities in implementing strategies to improve and maintain environmental safety at the schools.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The Superintendent or designee shall notify the Board, staff, parents/guardians, students, and/or governmental agencies, as appropriate, if an environmental hazard is discovered at a school site. The notification shall provide information about the district's actions to remedy the hazard and may recommend health screening of staff and students.

(cf. 5141.6 - Student Health and Social Services)

Legal Reference:
EDUCATION CODE
17002 - Definition of "good repair"
17070.75 - Facilities inspection
17582 - Deferred maintenance fund
17590 - Asbestos abatement fund
17608-17613 - Healthy Schools Act of 2000, least toxic pest management practices
32240-32245 - Lead-Safe Schools Protection Act
48980.3 - Notification of pesticides
49410-49410.7 - Asbestos materials containment or removal
FOOD AND AGRICULTURAL CODE
11401-12408 - Pest control operations and agricultural chemicals

~~*13180-13188 - Healthy Schools Act of 2000, least toxic pest management practices*~~
~~*GOVERNMENT CODE*~~
~~*3543.2 - Scope of representation; right to negotiate safety conditions*~~
~~*HEALTH AND SAFETY CODE*~~
~~*105400-105430 - Indoor environmental quality*~~
~~*113700-114437 - California Retail Food Code, sanitation and safety requirements*~~
~~*CODE OF REGULATIONS, TITLE 5*~~
~~*14010 - Standards for school site selection*~~
~~*CODE OF REGULATIONS, TITLE 8*~~
~~*337-339 - Hazardous substances list*~~
~~*340-340.2 - Occupational safety and health, rights of employees*~~
~~*1528-1533 - Construction safety orders; exposure to hazards*~~
~~*5139-5223 - Control of hazardous substances*~~
~~*CODE OF REGULATIONS, TITLE 13*~~
~~*2480 - Vehicle idling*~~
~~*CODE OF REGULATIONS, TITLE 17*~~
~~*35001-36100 - Lead abatement services*~~
~~*CODE OF REGULATIONS, TITLE 22*~~
~~*64670-64679 - Lead and copper in drinking water*~~
~~*UNITED STATES CODE, TITLE 7*~~
~~*136-136y - Use of pesticides*~~
~~*UNITED STATES CODE, TITLE 15*~~
~~*2601-2629 - Control of toxic substances*~~
~~*2641-2656 - Asbestos Hazard Emergency Response Act*~~
~~*UNITED STATES CODE, TITLE 42*~~
~~*1758 - Food safety and inspections*~~
~~*CODE OF FEDERAL REGULATIONS, TITLE 40*~~
~~*141.1-141.723 - Drinking water standards*~~
~~*745.61-745.339 - Lead-based paint standards*~~
~~*763.80-763.99 - Asbestos-containing materials in schools*~~
~~*763.120-763.123 - Asbestos worker protections*~~

~~*Management Resources:*~~
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~~*Indoor Air Quality: Governing Board Actions for Creating Healthy School Environments, Policy Brief, July 2008*~~
~~*Asthma Management in the Schools, Policy Brief, March 2008*~~
~~*Food Safety Requirements, Fact Sheet, October 2007*~~
~~*Sun Safety in Schools, Policy Brief, July 2006*~~
~~*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*~~
~~*School Site Selection and Approval Guide, 2000*~~
~~*Indoor Air Quality, A Guide for Educators, 1995*~~
~~*CALIFORNIA DEPARTMENT OF HEALTH SERVICES PUBLICATIONS*~~
~~*Report to the Legislature: Lead Hazards in California's Public Elementary Schools and Child Care Facilities, April 1998*~~
~~*U.S. ENVIRONMENTAL PROTECTION AGENCY PUBLICATIONS*~~
~~*Indoor Air Quality Tools for Schools, rev. 2007*~~
~~*Healthy School Environments Assessment Tool, 2007*~~
~~*The ABCs of Asbestos in Schools, rev. August 2003*~~
~~*Mold Remediation in Schools and Commercial Buildings, March 2001*~~
~~*How to Manage Asbestos in School Buildings: AHERA Designated Person's Self Study Guide, 1996*~~

~~*WEB SITES*~~
~~*CSBA: http://www.csba.org*~~
~~*AirNow: http://www.airnow.gov*~~
~~*American Association of School Administrators: http://www.aasa.org*~~
~~*California Air Resources Board: http://www.arb.ca.gov*~~
~~*California Department of Education, Health and Safety: http://www.cde.ca.gov/ls/fa/hs*~~
~~*California Department of Pesticide Regulation: http://www.cdpr.ca.gov*~~
~~*California Department of Public Health: http://www.cdph.ca.gov*~~
~~*California Indoor Air Quality Program: http://www.cal-iaq.org*~~
~~*Centers for Disease Control and Prevention: http://www.cdc.gov*~~
~~*Consumer Product Safety Commission: http://www.cpsc.gov*~~
~~*National Center for Environmental Health: http://www.cdc.gov/ncch*~~
~~*Occupational Safety and Health Administration: http://www.osha.gov*~~
~~*U.S. Environmental Protection Agency: http://www.epa.gov*~~

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: December 11, 2008 Half Moon Bay, California
revised: January 17, 2019

Cabrillo USD
Administrative Regulation
Environmental Safety

AR 3514
Business and Noninstructional Operations

The Superintendent may designate and train one or more employees to oversee and coordinate the district's environmental safety program(s). The responsibilities of the coordinator(s) shall include, but not be limited to, overseeing assessments of district facilities, recommending strategies for the prevention and mitigation of environmental health risks, ensuring effective implementation of environmental safety strategies, and reporting to the Superintendent regarding the district's progress in addressing environmental safety concerns.

(cf. 3510 - Green School Operations)
(cf. 3511 - Energy and Water Management)
(cf. 3517 - Facilities Inspection)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 5030 - Student Wellness)
(cf. 5142 - Safety)
(cf. 7111 - Evaluating Existing Buildings)
(cf. 7150 - Site Selection and Development)

Indoor Air Quality

In order to provide proper ventilation, humidity, and temperature in school facilities and to reduce indoor air contaminants, the Superintendent or designee shall ensure that the following strategies are implemented:

1. Mechanically driven heating, ventilation, and air conditioning systems shall be operated continuously during working hours except under the circumstances specified in 8 CCR 5142. The systems shall be inspected at least annually and problems corrected within a reasonable time. Where the air supply is filtered, the filters shall be replaced or cleaned regularly to prevent significant reductions in airflow. Documentation of inspections, tests of ventilation rates, and maintenance shall be retained for at least five years. (8 CCR 5142-5143)

(cf. 3580 - District Records)

Staff shall ensure that airflow is not obstructed by the blocking of ventilators with posters, furniture, books, or other obstacles.

2. School facilities shall be regularly inspected for water damage, spills, leaks in plumbing and roofs, poor drainage, and improper ventilation so as to preclude the

growth of mold and mildew whenever standing water is found in an interior location such as a classroom. Whoever finds the water shall immediately report this to the site administrator. The site administrator shall immediately notify the Superintendent or designee with 24 hours. The Superintendent or designee shall cause the district to immediately assess the significance of the finding and, as necessary, determine the source of water intrusion, duration of water intrusion, and take corrective action(s). Wet building materials and furnishings shall ***be*** dried within 48 hours if possible to prevent mold growth. When evidence of mold or mildew is found, maintenance staff shall locate and repair the source of water intrusion and remove or clean moldy materials as soon as possible after the Superintendent or designee has been notified and agrees that such mitigation should commence. Air quality monitoring shall occur both before the onset of mold mitigation procedures and after mitigation procedures are complete. Parents shall be notified after air quality monitoring has occurred.

3. Exterior wall and foundation cracks and openings shall be sealed as soon as possible to minimize seepage of radon into buildings from surrounding soils.

4. Least toxic pest management practices shall be used to control and manage pests at school sites.

(cf. 3514.2 - Integrated Pest Management)

5. The Superintendent or designee shall install a carbon monoxide detector or alarm in all school buildings that contain a fuel-burning appliance, fireplace, or forced-air furnace. The device or alarm shall be located in close proximity to the appliance in order to accurately detect and alert school personnel of any leakage of carbon monoxide. (24 CCR 915.1-915.7)

6. Schedules and practices for routine housekeeping and maintenance shall be designed to effectively reduce levels of dust, dirt, and debris. Plain water, soap and water, or low-emission cleaning products shall be used whenever possible. Aerosols, including air fresheners and other products containing ozone, shall be avoided to the extent possible.

(cf. 5141.23 - Asthma Management)

7. Painting of school facilities and maintenance or repair duties that require the use of potentially harmful substances shall be limited to those times when school is not in session. Following any such activity, the facility shall be properly ventilated with adequate time allowed prior to reopening for use by any person.

8. Paints, adhesives, and solvents shall be used and stored in well-ventilated areas. These items shall be purchased in small quantities to avoid storage exposure.

(cf. 3514.1 - Hazardous Substances)

(cf. 6161.3 - Toxic Art Supplies)

9. To the extent possible, printing and duplicating equipment that may generate indoor air pollutants, such as methyl alcohol or ammonia, shall be placed in locations that are well ventilated and not frequented by students and staff.

10. The district's tobacco-free schools policy shall be consistently enforced in order to reduce the health risks caused by second-hand smoke.

(cf. 3513.3 - Tobacco-Free Schools)

11. Staff and students shall be asked to refrain from bringing common irritants such as furred or feathered animals, stuffed toys that may collect dust mites, scented candles, incense, or air fresheners and from using perfume or cologne, scented lotion or hair spray, nail polish or nail polish remover, or other personal care products that are not fragrance-free in classrooms or other enclosed areas or buildings.

(cf. 6163.2 - Animals at School)

Outdoor Air Quality

The Superintendent or designee may monitor local health advisories and outdoor air quality alerts, including forecasts of ozone levels, particle pollution, and/or ultraviolet radiation levels and/or temperature and humidity.

Whenever these measures indicate a significant health risk, the Superintendent or designee shall communicate with each principal so that outdoor activities, especially those requiring prolonged or heavy exertion, may be avoided, limited in duration, or modified as necessary for all persons or for persons who may be particularly susceptible to the health risk involved.

(cf. 5141.7 - Sun Safety)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

Vehicle Emissions

In order to reduce public exposure to toxic air contaminants, school bus drivers and other drivers of commercial motor vehicles shall limit unnecessary idling of vehicles at or near schools in accordance with 13 CCR 2480.

The Superintendent or designee may also request parents/guardians to turn off their vehicles when they are idling on school grounds and encourage students to walk and/or bicycle to school.

(cf. 3540 - Transportation)
(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 3542 - School Bus Drivers)

Any diesel-fueled, dual-fueled, or alternative diesel-fueled school bus with a gross vehicle weight rating over 14,000 pounds manufactured on or after April 1, 1977 shall be equipped with a particulate filter designed to reduce particulate matter emissions, oxides of nitrogen emissions, and other pollutants. (13 CCR 2025)

Drinking Water

The quality and safety of the district's drinking water sources shall be regularly assessed, and drinking fountains shall be regularly cleaned and maintained to avoid the presence of dirt, mold, or other impurities or health concerns.

Whenever any contaminates in the drinking water are determined to be a concern, the Superintendent or designee shall take reasonable steps to identify the source and mitigate the concern to ensure the availability of safe drinking water. As needed, the Superintendent or designee shall provide alternative sources of drinking water, such as bottle water, to ensure that students have access to fresh drinking water at mealtimes and at other times throughout the day.

(cf. 3550 – Food Service/Child Nutrition Program)

Whenever testing of drinking water finds concentrations of lead that exceed federal and state standards. The Superintendent or designee shall notify parents/guardians and take immediate steps to make inoperable any fountains or faucets where excess lead levels may exist. (Health and Safety Code 116277)

Lead Exposure

In addition to keeping school facilities as dust-free and clean as possible, the following steps shall be taken to minimize potential exposure to lead in school facilities:

1. Lead-based paint, lead plumbing and solders, or other potential sources of lead contamination shall not be used in the construction of any new school facility or the modernization or renovation of any existing school facility. (Education Code 32244)

2. Lead exposure hazards shall be evaluated before any renovation or remodeling is begun, and children shall not be allowed in or near buildings in which these activities may create lead dust. Contractors and workers shall comply with state and federal standards related to the handling and disposal of lead debris and the clean-up and containment of dust within the construction area.

3. Lead-based painted surfaces that are in good condition shall be kept intact. If lead-based paint is peeling, flaking, or chalking, contractors or workers shall follow state and federal standards for safe work practices to minimize contamination when removing the paint.

4. Soil with high lead content may be covered with grass, other plantings, concrete, or asphalt.

5. Drinking water shall be regularly tested for lead and remediated as provided in the section "Drinking Water" above.

Any action to abate existing lead hazards, excluding containment or cleaning, shall be taken only by contractors, inspectors, and workers certified by the California Department of Public Health in accordance with 17 CCR 35001-35099. (Education Code 32243)

Mercury Exposure

The Superintendent or designee shall identify any products containing mercury that are present in district facilities and, to the extent possible, shall replace them with mercury-free alternatives.

Staff shall receive information about proper procedures to follow in the event of a mercury spill. Clean-up instructions, a clearly labeled kit with necessary clean-up supplies, and a list of local resources shall be readily accessible.

In the event of a spill, staff shall evacuate all students from the immediate area of the spill, ensure that any clothing or other items with mercury on them remain in the room, open windows to the outside, and close doors to other parts of the school. Staff who are trained in proper clean-up procedures may carefully clean a small spill. As needed for larger or difficult-to-clean spills, the Superintendent or designee shall use an experienced professional referred by the local health department or environmental agency.

Any products containing mercury shall be properly disposed at an appropriate hazardous waste collection facility.

Asbestos Management

The Superintendent shall designate an employee who shall ensure that the district's responsibilities related to asbestos inspection and abatement are implemented in accordance with federal and state regulations. This employee shall receive adequate training to perform these duties, including, as necessary, training on the health effects of asbestos; detection, identification, and assessment of asbestos-containing materials; options for controlling asbestos-containing building materials; and relevant federal and state regulations. (40 CFR 763.84)

(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The designated employee shall ensure that the district complies with the following requirements:

1. School facilities shall be inspected for asbestos-containing materials as necessary in accordance with the following:

a. Any school building that is leased or acquired by the district shall be inspected for asbestos-containing materials prior to its use as a school building, unless exempted by federal regulations. (40 CFR 763.85, 763.99)

b. At least once every six months, the district shall conduct a periodic surveillance consisting of a visual inspection of each school building that contains or is assumed to contain asbestos-containing building materials. (40 CFR 763.92)

c. At least once every three years, the district shall conduct a re-inspection of all known or assumed asbestos-containing building materials in each school building. (40 CFR 763.85)

2. Based on the results of the inspection, an appropriate response which is sufficient to protect human health and the environment shall be determined from among the options specified in 40 CFR 763.90. The district may select the least burdensome response, taking into consideration local circumstances, including occupancy and use patterns within the school building and economic concerns such as short-term and long-term costs. (40 CFR 763.90)

3. An asbestos management plan for each school site shall be maintained and regularly updated to keep it current with ongoing operations and maintenance, periodic surveillance, inspection, re-inspection, and response action activities. (15 USC 2643; 40 CFR 763.93)

The asbestos management plan shall be available for inspection in district and school offices during normal business hours. Parent/guardian, teacher, and employee organizations shall be annually informed of the availability of these plans. (40 CFR 763.84)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

4. Staff, students, and parents/guardians shall be informed at least once each school year about any inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities, that are planned or in progress. (40 CFR 763.84)

5. Inspections, re-inspections, periodic surveillance, and response actions, including operations and maintenance, shall be conducted in compliance with state and federal regulations for the protection and safety of workers and all other individuals. (Education Code 49410.5; 40 CFR 763.84)

Asbestos inspection and abatement work, ***preparation of a management plan,*** and any maintenance activities that may disturb asbestos-containing building materials, except for emergency repairs or small-scale, short duration maintenance activities,

shall be completed by state certified asbestos inspectors or contractors. (15 USC 2646; 40 CFR 763.84, 763.85, 763.91)

6. All custodial and maintenance employees shall be properly trained in accordance with applicable federal and/or state regulations. (40 CFR 763.84)

   All district maintenance and custodial staff who may work in a building that contains asbestos-containing materials, regardless of whether they are required to work with such materials, shall receive at least two hours of related asbestos awareness training. New maintenance and custodial staff shall receive such training within 60 days after beginning employment.

   Any maintenance or custodial staff who conduct activities that will disturb asbestos-containing materials shall receive 14 hours of additional training. The trainings shall address the topics specified in 40 CFR 763.92. (15 USC 2655; 40 CFR 763.84, 763.92)

7. Short-term workers, such as telephone repair workers, utility workers, or exterminators, who may come in contact with asbestos in a school shall be provided information regarding the locations of known or suspected asbestos-containing building materials. (40 CFR 763.84)

8. Warning labels shall be posted immediately adjacent to any known or suspected asbestos-containing building material located in routine maintenance areas in accordance with 40 CFR 763.95. (40 CFR 763.84)

The district shall maintain, in both the district and school offices and for a period of three years, records pertaining to each preventive measure and response action taken; staff training; periodic surveillances conducted; cleaning, operations, and maintenance activities; and any fiber release episode. (40 CFR 763.94)

Regulation CABRILLO UNIFIED SCHOOL DISTRICT
Approved: December 11, 2008 Half Moon Bay, California
Revised: September 12, 2013
Revised: January 17, 2019

Cabrillo USD
Board Policy
Transfers

BP 4114
Personnel

The Governing Board desires that certificated staff be assigned in a manner that equitably distributes highly qualified and experienced teachers, meets the needs of district students, and satisfies staffing requirements at each school. The Superintendent or designee is authorized to assign certificated staff in accordance with district policy and/or the collective bargaining agreement as applicable.

(cf. 0415 - Equity)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 4113 - Assignment)
(cf. 4141/4241- Collective Bargaining Agreement)

Subject to the approval of the Governing Board, the Superintendent or designee may transfer a teacher from one district school to another when he/she determines the transfer is in the best interest of the district. (Education Code 35035)

~~(cf. 4030 - Nondiscrimination in Employment)~~
~~(cf. 4113 - Assignment)~~

~~Such transfers shall be determined in accordance with the district's collective bargaining agreement with certificated employees.~~

~~(cf. 4141/4241- Collective Bargaining Agreement)~~

Voluntary Transfers

The Superintendent or designee may establish processes and deadlines for the submission of transfer requests to facilitate staff assignments with minimal disruption to the educational program.

Upon receipt of a written transfer request by a teacher, the Superintendent or designee may consider the input of the principals at the current school and the requested school, alignment of the teacher's qualifications with needs of the school(s), and opportunities for the professional growth of the teacher.

(cf. 4112.2 - Certification)
(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)
(cf. 4112.23 - Special Education Staff)
~~(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)~~

~~However, if the principal of a school ranked in deciles 1-3 on the Academic Performance Index refuses to accept a transfer request, the Superintendent or designee shall not transfer the teacher. (Education Code 35036)~~

~~(cf. 0500 - Accountability)~~
~~(cf. 0520.1 - High Priority Schools Grant Program)~~
~~(cf. 0520.2 - Title I Program Improvement Schools)~~
~~(cf. 0520.4 - Quality Education Investment Schools)~~

After April 15, prior to the school year that a transfer would become effective, no teacher who requests to be transferred to another school shall have priority over other qualified teachers who have applied for positions requiring certification qualifications at that school. (Education Code 35036)

Involuntary Transfers

Involuntary transfers may become necessary when programs are reduced or cancelled, when schools are closed, or when otherwise required in order to accommodate the school's staffing needs.

(cf. 4117.3 - Personnel Reduction)

If a teacher objects to a transfer, he/she may request a meeting with the Superintendent or designee and the principal. If dissatisfied with the results of this meeting, the teacher may appeal to the Board. The Board's decision shall be final.

Legal Reference:
EDUCATION CODE
35035 Additional powers and duties of superintendent, transfer authority
35036 Voluntary transfers
35186 Complaint process, teacher vacancy or misassignment
37616 Assignment of teachers to year-round schools
~~44395-44398 Incentives for assigning NBPTS-certified teachers to high-priority schools~~
GOVERNMENT CODE
3543.2 Scope of representation

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: December 11, 2008 Half Moon Bay, California
revised: January 17, 2019

Cabrillo USD
Board Policy
Student Health ~~And Social~~ Services

BP 5141.6
Students

The Governing Board recognizes that good physical and mental health is critical to a student's ability to learn and believes that all students should have access to comprehensive health services.

~~(cf. 1020 - Youth Services)~~
~~(cf. 5131.6 - Alcohol and Other Drugs)~~
~~(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)~~
~~(cf. 5141.22 - Infectious Diseases)~~
~~(cf. 5141.24 - Specialized Health Care Services)~~
~~(cf. 5141.26 - Tuberculosis Testing)~~
~~(cf. 5141.3 - Health Examinations)~~
~~(cf. 5141.31 - Immunizations)~~
~~(cf. 5141.32 - Health Screening for School Entry)~~
~~(cf. 5148 - Child Care and Development)~~
~~(cf. 6159 - Individualized Education Program)~~
~~(cf. 6164.6 - Identification and Education Under Section 504)~~

The Board and the Superintendent or designee shall collaborate with local and state agencies and health care providers to assess the health needs of students in district schools and the community. Based on this needs assessment and the availability of resources, the Superintendent or designee shall recommend for Board approval the types of health services to be provided by the district.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.61 - Drug Testing)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.23 - Asthma Management)
(cf. 5141.24 - Specialized Health Care Services)
(cf. 5141.25 - Availability of Condoms)
(cf. 5141.26 - Tuberculosis Testing)
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)
(cf. 5141.33 - Head Lice)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5141.52 - Suicide Prevention)
(cf. 6145.2 - Athletic Competition)
(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

~~The Board may employ or contract with health care professionals or partner with community health centers to provide the services under the terms of a written contract or memorandum of understanding. The district may also provide access to health services at or near district schools through the establishment of a school health center and/or mobile van(s) that serve multiple campuses.~~

~~(cf. - Youth Services)~~
~~(cf. - Contracts)~~

Board approval shall be required for any proposed use of district resources and facilities to support school health services. The Superintendent or designee shall identify funding opportunities available through grant programs, private foundations, and partnerships with local agencies and organizations.

(cf. 1260 - Educational Foundation)
(cf. 1330.1 - Joint Use Agreement)
(cf. 3100 - Budget)
(cf. 7000 - Facilities Master Plan)

~~The Superintendent or designee shall coordinate the provision of school health services with other student wellness initiatives, including health education, programs that address nutrition and physical fitness, and other activities designed to create a healthy school environment. The Superintendent or designee shall encourage joint planning and regular communications among health services staff, district administrators, teachers, counselors, other staff, and parents/guardians.~~

~~(cf. - Food Service/Child Nutrition Program)~~
~~(cf. - Student Wellness)~~
~~(cf. - Physical Education)~~
~~(cf. - Comprehensive Health Education)~~
~~(cf. - Counseling/Guidance Services)~~

The Board may prioritize school health services to schools serving students with the greatest need, including schools with medically underserved populations and/or a high percentage of low-income and uninsured children and youth.

(cf. 0415 - Equity)

School health services shall be provided under the supervision of a licensed health care professional. The Board may employ or contract with health care professionals or partner with community health centers to provide the services under the terms of a written contract or memorandum of understanding.

(cf. 3312 - Contracts)

If a school nurse is employed by the school or district, he/she shall be involved in planning and implementing the school health services as appropriate.

The Superintendent or designee shall coordinate the provision of school health services with other student wellness initiatives, including health education, nutrition and physical fitness programs, and other activities designed to create a healthy school environment. The Superintendent or designee shall encourage joint planning and regular communications among

health services staff, district administrators, teachers, counselors, other staff, and parents/guardians.

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 5030 - Student Wellness)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6164.2 - Counseling/Guidance Services)

To further encourage student access to health care services, the Superintendent or designee shall develop and implement outreach strategies to increase enrollment of eligible students from low- to moderate-income families in affordable, comprehensive state or federal health coverage programs and local health initiatives. Such strategies may include, but are not limited to, providing information about the Medi-Cal program on the application for free and reduced-price meals in accordance with law.

(cf. 3553 - Free and Reduced Price Meals)

Consent and Confidentiality

The Superintendent or designee shall obtain written parent/guardian consent prior to providing services to a student, except when the student is authorized to consent to the service pursuant to Family Code or other applicable laws.

The Superintendent or designee shall maintain the confidentiality of student health records in accordance with law.

(cf.5125 - Student Records)

Payment/Reimbursement for Services

The Board desires that costs not be a barrier to student access to services. Services may be provided free of charge or on a sliding scale in accordance with law.

The Superintendent or designee shall establish procedures for billing public and private insurance programs and other applicable programs for reimbursement of services as appropriate.

(cf. 5143- Insurance)

The district shall serve as a Medi-Cal provider to the extent feasible, comply with all related legal requirements, and seek reimbursement of costs to the extent allowed by law.

~~To further encourage student access to health care services, the Superintendent or designee shall develop and implement strategies to assist in outreach and enrollment of eligible students from low- to moderate-income families in affordable, comprehensive state or federal health coverage programs and local health initiatives. Such strategies may include, but not be limited to, providing information about the Medi-Cal program on the application for free and reduced-price meals in accordance with law and providing students and parents/guardians with information about the low-cost Healthy Families insurance program.~~

~~(cf. - Free and Reduced Price Meals)~~

Program Evaluation

In order to continuously improve school health services, the Board shall evaluate the effectiveness of such services and the extent to which they continue to meet student needs.

The Superintendent or designee shall provide the Board with periodic reports that may include, but not necessarily be limited to, rates of participation in school health services; changes in student outcomes such as school attendance or achievement; feedback from staff and participants regarding program accessibility and operations, including accessibility to low-income and linguistically and culturally diverse students and families; and program costs and revenues.

(cf. 0500 - Accountability)

Legal Reference:
EDUCATION CODE
8800-8807 Healthy Start support services for children
49073-49079 Privacy of student records
49423.5 Specialized physical health care services
49557.2-49558 Eligibility for free and reduced-price meals; sharing information with Medi-Cal
FAMILY CODE
6920-6929 Consent by minor for medical treatment
GOVERNMENT CODE
95020 Individualized family service plan
HEALTH AND SAFETY CODE
121020 HIV/AIDS testing and treatment; parental consent for minor under age 12
123110 Minor's right to access health records
123115 Limitation on parent/guardian access to minor's health records
123800-123995 California Children's Services Act
124025-124110 Child Health and Disability Prevention Program
124172-124174.5 Public School Health Center Support Program
130300-130317 Health Insurance Portability and Accountability Act (HIPAA)
WELFARE AND INSTITUTIONS CODE
14059.5 Definition of "medically necessary"
14100.2 Confidentiality of Medi-Cal information
14115 Medi-Cal claims process
14124.90 Third-party health coverage
14132.06 Covered benefits; health services provided by local educational agencies
14132.47 Administrative claiming process and targeted case management
CODE OF REGULATIONS, TITLE 10
2699.6500-2699.6905 Healthy Families Program
CODE OF REGULATIONS, TITLE 17
2951 Testing standards for hearing tests
6800-6874 Child Health and Disability Prevention Program
CODE OF REGULATIONS, TITLE 22
51009 Confidentiality
51050-51192 Definitions of Medi-Cal providers and services
51200 Requirements for providers
51231.2 Wheelchair van requirements
51270 Local educational agency provider; conditions for participation
51304 Limitations on specified benefits
51309 Psychology, physical therapy, occupational therapy, speech pathology, audiological services

51323 Medical transportation services
51351 Targeted case management services
51360 Local educational agency; types of services
51491 Local educational agency eligibility for payment
51535.5 Reimbursement to local educational agency providers
UNITED STATES CODE, TITLE 20
1232g Family Educational and Privacy Rights Act (FERPA)
UNITED STATES CODE, TITLE 42
1320c-9 Prohibition against disclosure of records
1397aa-1397jj State Children's Health Insurance Program
CODE OF FEDERAL REGULATIONS, TITLE 42
431.300 Use and disclosure of information on Medicaid applicants and recipients
CODE OF FEDERAL REGULATIONS, TITLE 45
164.500-164.534 Health Insurance Portability and Accountability Act (HIPAA)

Management Resources:
CSBA PUBLICATIONS
Expanding Access to School Health Services: Policy Considerations for Governing Boards, Policy Brief, November 2008
Promoting Oral Health for California's Student: New Role, New Opportunities for Schools, Policy Brief, November 2008
Providing School Health Services in California: Perceptions, Challenges and Needs of District Leadership Teams, 2008
CALIFORNIA DEPARTMENT OF HEALTH CARE SERVICES PUBLICATIONS
LEA Medi-Cal Provider Manual
California School-Based Medi-Cal Administrative Activities Manual
DEPARTMENT OF HEALTH SERVICES POLICY LETTERS
00-06 Managed Care Plan Relationships with Local Education Agency Providers, December 11, 2000
NATIONAL ASSEMBLY ON SCHOOL-BASED HEALTH CARE PUBLICATIONS
A Guidebook for Evaluating School-Based Health Centers
NATIONAL CENTER FOR YOUTH LAW PUBLICATIONS
Minor Consent, Confidentiality, an Child Abuse Reporting in California, October 2006
WEB SITES
CSBA: http://www.csba.org
CSBA, PractiCal Program: http://www.csba.org/Services/Services/DistrictServices/PractiCal.aspx
California County Superintendents Educational Services Association: http://www.ccsesa.org
California Department of Education, Health Services and School Nursing: http://www.cde.ca.gov/ls/he/hn
California Department of Health Care Services: http://www.dhcs.ca.gov
California Department of Public Health: http://www.cdph.ca.gov
California School Health Centers Association: http://www.schoolhealthcenters.org
California School Nurses Organization: http://www.csno.org
Center for Health and Health Care in Schools: http://www.healthinschools.org
Centers for Disease Control and Prevention, School Health Policies and Programs (SHPPS) Study: http://www.cdc.gov/HealthyYouth/shpps
Centers for Medicare and Medicaid Services: http://www.cms.hhs.gov
Healthy Families Program: http://www.healthyfamilies.ca.gov
National Assembly on School-Based Health Care: http://www.nasbhc.org
National Center for Youth Law: http://www.youthlaw.org

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: February 12, 2009 Half Moon Bay, California
revised: January 17, 2019

Cabrillo USD
Board Policy
Students

BP 5144.1

SUSPENSION AND EXPULSION/DUE PROCESS

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds

2. While going to or coming from school

3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 1020 - Youth Services)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in closed session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 –Preschool/Early Childhood Education.

(cf. 5148.3 – Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee

shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall ***maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.*** ~~annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.~~

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:
EDUCATION CODE
212.5 Sexual harassment
233 Hate violence
1981-1981.5 Enrollment of students in community school
17292.5 Program for expelled students
32261 Interagency School Safety Demonstration Act of 1985
35145 Open board meetings
35146 Closed sessions (regarding suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
48645.5 Readmission; contact with juvenile justice system
48660-48666 Community day schools

48853.5 Foster youth
48900-48927 Suspension and expulsion
48950 Speech and other communication
48980 Parental notifications
49073-49079 Privacy of student records
52052 Numerically significant student subgroups
52060-52077 Local control and accountability plan

CIVIL CODE

47 Privileged communication
48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt
54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia
11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined
240 Assault defined
241.2 Assault fines
242 Battery defined
243.2 Battery on school property
243.4 Sexual battery
245 Assault with deadly weapon
245.6 Hazing
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation
289 Penetration of genital or anal openings
417.27 Laser pointers

PENAL CODE (continued)

422.55 Hate crime defined
422.6 Interference with exercise of civil rights
422.7 Aggravating factors for punishment
422.75 Enhanced penalties for hate crimes
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors, or stun guns
868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE
729.6 Counseling
UNITED STATES CODE, TITLE 18
921 Definitions, firearm
UNITED STATES CODE, TITLE 20
1415(K) Placement in alternative educational setting
7961 Gun-free schools
UNITED STATES CODE, TITLE 42
11432-11435 Education of homeless children and youths
COURT DECISIONS
T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
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Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118
Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301
ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 146 (2001)
80 Ops.Cal.Atty.Gen. 348 (1997)
80 Ops.Cal.Atty.Gen. 91 (1997)
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Management Resources:
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Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014
WEB SITES
CSBA: http://www.csba.org
California Attorney General's Office: http://www.oag.ca.gov
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights:
http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf
U.S. Department of Education, Office of Safe and Healthy Students:
https://www2.ed.gov/about/offices/list/oese/oshs

Policy CABRILLO UNIFIED SCHOOL DISTRICT
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Cabrillo USD

Board Policy

Identification And Education Under Section 504

BP 6164.6
Instruction

The Governing Board believes that all children, including children with disabilities, should have the opportunity to learn in a safe and nurturing environment. ~~The district~~ ***The Superintendent or designee*** shall work to identify children with disabilities who reside within the jurisdiction of the district in order to ensure that they receive educational and related services required by law.

The Superintendent or designee shall provide qualified students with disabilities with a free appropriate public education (FAPE), as defined under Section 504 of the federal Rehabilitation Act of 1973. Such students shall receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of students without disabilities are met. (34 CFR 104.33)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.23 - Asthma Management)
(cf. 5141.24 - Specialized Health Care Services)
(cf. 5141.27 - Food Allergies/Special Dietary Needs)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the district's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities. (34 CFR 104.37)

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6145.5 - Student Organizations and Equal Access)

In providing services to students with disabilities under Section 504, the Superintendent or designee shall ensure district compliance with law, including providing the students and their parents/guardians with applicable procedural safeguards and required notifications. Any dispute as to the identification, evaluation, or placement of any student with a disability shall be resolved in accordance with the processes specified in the "Procedural Safeguards" section of the accompanying administrative regulation.

~~The Superintendent or designee shall maintain a list of impartial hearing officers who are qualified~~

~~and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with the district in any other capacity except as hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.~~

Legal Reference:
EDUCATION CODE
49423.5 Specialized physical health care services
52052 Accountability; numerically significant student subgroups
52060-52077 Local control and accountability plan
56043 Special education, timelines
56321 Assessment; development of IEP; parental notifications, consent
CODE OF REGULATIONS, TITLE 5
3051.12 Health and Nursing Services
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act of 1974
1400-1482 Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 29
705 Definitions; Vocational Rehabilitation Act
794 Rehabilitation Act of 1973, Section 504
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act
CODE OF REGULATIONS, TITLE 28
35.101-35.190 Nondiscrimination on the basis of disability in state and local government services
CODE OF FEDERAL REGULATIONS, TITLE 34
104.1-104.61 Nondiscrimination on the basis of handicap, especially:
104.1 Purpose to effectuate Section 504 of the Rehabilitation Act of 1973
104.3 Definitions
104.32 Location and notification
104.33 Free appropriate public education
104.34 Educational setting
104.35 Evaluation and placement
104.36 Procedural safeguards
104.37 Nonacademic services
104.7 Responsible employee; grievance procedures
COURT DECISIONS
Christopher S. v. Stanislaus County Office of Education, (2004) 384 F.3d 1205

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Dear Colleague Letter and Resource Guide on Students with ADHD, July 2016

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