# Meeting Packet

## Governing Board Agenda

# Governing Board Agenda

# CABRILLO UNIFIED SCHOOL DISTRICT

District Office Board Room
498 Kelly Avenue, Half Moon Bay, CA 94109
February 13, 2019, 7:00 PM
(Close Session 5:00 PM)

## 1. CALL TO ORDER - 5:00 PM

## 2. ROLL CALL / QUORUM

___ Mr. Sophia Layne, President
___ Ms. Kimberly Hines, Vice President
___ Ms. Lizet Cortes, Clerk to the Governing Board
___ Ms. May 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

f. Public Employee Evaluations: Superintendent (Government Code §54954.5, §54957).

## 5. RECONVENE OPEN SESSION – 7:00 PM

Report action from Closed Session: if applicable.

## 6. PLEDGE OF ALLEGIANCE

## 7. ADOPTION OF AGENDA AS PRESENTED / AMENDED

## 8. STUDENT / STAFF / COMMUNITY RECOGNITION

a. 2019 Cunha Science Fair Finalists Recognition

**Life Science I Plants**

| | | |
|---|---|---|
| 1. Claire Wagner | 122 Effects of Different Colored Lights on Pigment | |
| 2. Alexandra Dioli | 100 Microorganisms Worms, and Plant Growth | |

**Life Science II**

| | | |
|---|---|---|
| 1. Anneka O'Brien | 250 Egg-cellent Eggs | |
| 1. Trevor Coruccini | 245 Goldfish | |
| 2. Kira Tarkianen | 236 Bedtime Blues | |
| 2. Sophie Wagner | 216 Prior Knowledge vs. Observations on Canine | |

**Behavioral Science**

| | | |
|---|---|---|
| 1. Ana Johnston | 317 Do the Eyes have it? | |
| 2. Andrew Dorwin | 345 Double Cross | |
| 2. Annika Durham | 344 Too Sweet to Lie | |

**Earth Science/Ecology**

| | | |
|---|---|---|
| 1. Aidan McGee* | 424 Shake Down | ***Grand Prize Winner** |
| 1. Nealan Lamprecht | 418 Stopping Tsunamis | |

**Physical Science I**

| | |
|---|---|
| 1. Grace Bigelow-Leth | 509 Wind Turbines |

**Physical Science II**

| | |
|---|---|
| 1. Sydney Fingerhut | 632 Best Cold Water Surf Wax |
| 2. Thomas Sukkerstad | 608 Salt Water Effect on Wood |

**Special Awards**

| | | |
|---|---|---|
| Mikkai Higdon | Gil Ellis Environmental Award | 401 Water Filtration System |
| Peter Hessen | Ag Award | 220 Building Better Bunnies |
| Samuel Weatherly | Coastsider Material Science Award | 518 Safest Surfboard Fin |
| Valentina Giaquinto | Jerry Trenter Biological Award | 230 Are You an Early Bird or a Night Owl |

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

**Public Participation at Board Meetings**

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

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

The Superintendent, in consultation with the Board President, will determine at which upcoming regular Board meeting the item will be scheduled. The person who requested the item will be allowed three minutes at the meeting to present the information to the Board. Following this presentation the Board may address the issue, put the issue on a future agenda for more discussion and action, refer the issue to the administration for follow-up, or take no action. In compliance with the Americans with Disabilities Act, those individuals requiring assistance and/or accommodations or *Spanish language translation in order to participate in this meeting are asked to contact the Superintendent's Office in advance at (650) 712-7112. (*Si usted necesita traducción al español para participar en esta reunión se pide que se ponga en contacto con la oficina del Superintendente antes de esta fecha al (650) 712-7112.)

## 10. REPRESENTATIVE REPORTS

a. CUTA Representatives

b. CSEA Representatives

## 11. REPORTS / INFORMATION / PRESENTATIONS

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

11.a Board Memo LCAP Goal 1 and 2.pdf (p. 8)

11.a.1 LCAP Goal 1 and 2 2019 Slide Presentation.pdf (p. 9)

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

11.b Board Memo SPSA Cunha 2019.pdf (p. 22)

11.b.1 SPSA Cunha 2019 Slide Presentation.pdf (p. 24)

## 12. DISCUSSION ITEMS

a. Conduct First Public Hearing for Trustee Election Districts

12.a Board Memo Public Hearing Draft Maps.pdf (p. 28)

12.a.1 Notice of Public Hearing - Draft Maps.pdf (p. 29)

12.a.2 Proposed_Map_Green_Draft.pdf (p. 30)

12.a.3 Proposed_Map_Yellow_Draft.pdf (p. 32)

b. Discuss Governing Board Appointees for 2019

12.b Board Memo Board Appointees 2019 (Revised).pdf (p. 34)

## 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 Half Moon Bay High School Advancement Via Individual Determination Program (AVID) to Various Colleges in Southern California, February 17 - 20, 2019

14.a AVID Field Trip Southern CA - 2019.pdf (p. 36)

b. Approve Certificated Personnel Report

14.b Board Memo Certificated Personnel Report.pdf (p. 38)

c. Approve Classified Personnel Report

14.c Board Memo Classified Personnel Report.pdf (p. 39)

d. Approve Declaration of District Property as Surplus

14.d Board Memo Declaration District Property Surplus.pdf (p. 40)

e. Accept Donations to Cabrillo Unified School District

14.e Board Memo Donations.pdf (p. 41)

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

14.f Board Memo Enrollment Report.pdf (p. 43)

14.f.1 Period 5 Enrollment Report.pdf (p. 44)

g. Approve and Adopt Minutes of January 17, 2019 Regular Governing Board Meeting

14.g Board Memo Board Minutes.pdf (p. 45)

14.g.1 2019-01-17 Board Minutes.pdf (p. 46)

## 15. ACTION ITEMS

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

15.a Board Memo SPSA Cunha 2019 Approval.pdf (p. 52)

15.a.1 SPSA_Cunha_Intermediate_20190131.pdf (p. 54)

b. Approve Change to the Adopted Governing Board Meeting Calendar for 2019

15.b Board Memo 2019 Change Adopted Board Calendar.pdf (p. 117)

## 16. FUTURE BOARD AGENDA ITEMS

a. Receive Report on English Learner Students Update

b. Receive Report on CUSD Literacy Programs Update

c. Receive Second Interim Budget

d. Conduct Second Public Hearing for Trustee Election Districts

e. Approve School Comprehensive Safety Plans for All School Sites

f. Cast District Ballot for Subregion 5-B Representatives to the California School Boards Association's Delegate Assembly

g. 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. February 14 - Income Tax Filing Workshop for Students, Pilarcitos High School, 3:30 PM

b. February 9 - The Sweet Heart Dance, El Granada Elementary School, 6:00 PM

c. February 27 - School Site Council Meeting, Pilarcitos High School, 3:30 PM

d. February 28 - Parent Immersion Meeting for New Applicants, Hatch Elementary School, Room C4, 6:30 PM

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

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

g. March 6 - Fresh Lifelines For Youth Program Begins, Pilarcitos High School, 3:30 PM

h. March 8 - Talent Show, El Granada Elementary School, 6:00 PM

i. March 9 - Hatch PTO Auction/Fundraiser, Location TBD, 5:00-10:00 PM

j. March 9 - The Cougar Classic Car Show (Fundraiser for Industrial Arts) Half Moon Bay High School, 11:00 -4:00 PM

k. March 11 to March 15 - Peer Helper Led - Campus Wellness Week, Half Moon Bay High School

l. March 11 to March 15 - Parent/Teacher Conferences at all Elementary Sites, Minimum Days for Students.

m. March 12 - ELAC Meeting - Half Moon Bay High School, Library, 6:00 PM

n. March 14 - 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 pm. 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:** February 13, 2019.

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

**BOARD AGENDA NUMBER:** 11.a

**BOARD AGENDA ITEM:** Receive Report on Local Control Accountability Plan Goal 1 and 2 Update

**DEPARTMENT:** Curriculum and Instruction

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

**BACKGROUND INFORMATION:**

The Local Control Accountability Plan (LCAP), also known as our Strategic Education Plan, is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. This is the second year of this three-year plan.

**REPORT/PROPOSAL:**

This is a report on key measurable outcomes from:

LCAP Goal 1 which states that, "All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Language Learners.", and

LCAP Goal 2 which states to, "Increase the percentage of students who are engaged in curriculum that prepares them to be college ready or career ready."

This report is an update on our progress toward the measurable outcomes for Goal 1 and Goal 2.

**FINANCIAL IMPACT:**

Financial impact is included in the budget.

**RECOMMENDATION:**

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

Cabrillo Unified School District

# Strategic Education Plan
# Goal 1 and 2 Update

February 13, 2019

Cabrillo Unified School District

# Strategic Education Plan
# Local Control Accountability Plan

As part of the **Local Control Funding Formula** school districts are required to develop, adopt, and annually update a three-year **Local Control Accountability Plan (LCAP).**

Cabrillo Unified School District

# Strategic Education Plan 2018-2019

Goal 1: Literacy and Reclassification

Goal 2: College and Career Readiness

Cabrillo Unified School District

# Goal 1: Literacy and Reclassification Strategies and Interventions

- Reading intervention
- Piloting and adoption of new Common Core-aligned English Language Development materials
- Spanish language classes offered at Intermediate School
- Interventions will be coordinated, monitored, and evaluated for efficacy

Cabrillo Unified School District

## Goal 1: Strategies and Interventions

- Communication with parents regarding reclassification benchmarks and monitoring
- Parents receive guidance on strategies to help their children become literate and reclassified
- Summer intervention programs with a focus on literacy and reclassification

Cabrillo Unified School District

## Strategic Education Plan Goal 1, CAASPP ELA Target

Increase English Language Arts (ELA) proficiency in grades 3, 5, 8, and 11 by 4% for All Students, English Learners and Socioeconomically Disadvantaged students as measured by California Assessment for Student Performance and Progress (CAASPP) from 2016.

Cabrillo Unified School District

# Percent of Students Proficient ELA CAASPP - All Students: Grades 3, 5, 8, and 11

| | Spring 2016 | Spring 2017 | Spring 2018 |
|---|---|---|---|
| **Grade 3** | 42% | 44% | 43% |
| **Grade 5** | 55% | 42% | 49% |
| **Grade 8** | 52% | 40% | 58% |
| **Grade 11** | 59% | 56% | 59% |

Cabrillo Unified School District

# Percent of Students Proficient ELA CAASPP - All Students: Grades 5 and 8 Cohorts

| | Spring 2016 | Spring 2017 | Spring 2018 |
|---|---|---|---|
| **Grade 5 Cohort** | 42% | 36% | 49% |
| **Grade 8 Cohort** | 46% | 43% | 58% |

Cabrillo Unified School District

# Percent of Students Proficient ELA CAASPP - English Learners: Grades 3, 5, 8, and 11

| | Spring 2016 | Spring 2017 | Spring 2018 | # of Students Tested 2018 |
|---|---|---|---|---|
| **Grade 3** | 6% | 5% | 14% | 71 |
| **Grade 5** | 11% | 7% | 10% | 58 |
| **Grade 8** | 8% | 8% | 3% | 33 |
| **Grade 11** | 3% | 0% | 0% | 18 |

Cabrillo Unified School District

# Percent of Students Proficient ELA CAASPP - Socioeconomically Disadvantaged Students: Grades 3, 5, 8, and 11

| | Spring 2016 | Spring 2017 | Spring 2018 |
|---|---|---|---|
| **Grade 3** | 14% | 18% | 20% |
| **Grade 5** | 29% | 24% | 26% |
| **Grade 8** | 27% | 17% | 35% |
| **Grade 11** | 26% | 34% | 42% |

Cabrillo Unified School District

# Strategic Education Plan Goal 1, Reclassification Target

The District reclassification rate shall increase by 4% from 2016-2017 school year.

Reclassification: The process through which English Learners meet English Language proficiency and are re-designated as English Fluent Proficient (RFEP).

Cabrillo Unified School District

# Reclassification Rate

| | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|
| **Reclassification Rate** | 9% | 11% | 20% |

Cabrillo Unified School District

## Goal 2: College & Career Readiness Strategies and Interventions

- Implementation and assessment of math curriculum and instruction
- Advanced Placement, Early College courses and Career Technical Education pathways
- Advancement Via Individual Determination (AVID)

Cabrillo Unified School District

## Strategic Education Plan Goal 2, CAASPP Math Target

Increase Math proficiency in grades 3, 5, 8, and 11 by 3% for All Students, English Learners and Socioeconomically Disadvantaged students as measured by California Assessment for Student Performance and Progress (CAASPP) from the baseline year.

Cabrillo Unified School District

# Percent of Students Proficient Math CAASPP - All Students: Grades 3, 5, 8, and 11

| | Spring 2016 | Spring 2017 | Spring 2018 |
|---|---|---|---|
| **Grade 3** | 42% | 45% | 49% |
| **Grade 5** | 36% | 32% | 30% |
| **Grade 8** | 32% | 28% | 43% |
| **Grade 11** | 35% | 37% | 43% |

Cabrillo Unified School District

# Percent of Students Proficient Math CAASPP - All Students: Grades 5 and 8 Cohorts

| | Spring 2016 | Spring 2017 | Spring 2018 |
|---|---|---|---|
| **Grade 5 Cohort** | 41% | 28% | 30% |
| **Grade 8 Cohort** | 31% | 37% | 43% |

Cabrillo Unified School District

# Percent of Students Proficient Math CAASPP - English Learners: Grades 3, 5, 8, and 11

| | Spring 2016 | Spring 2017 | Spring 2018 | # of Students Tested 2018 |
|---|---|---|---|---|
| **Grade 3** | 10% | 8% | 20% | 73 |
| **Grade 5** | 2% | 5% | 2% | 58 |
| **Grade 8** | 0% | 0% | 3% | 33 |
| **Grade 11** | 0% | 0% | 5% | 20 |

Cabrillo Unified School District

# Percent of Students Proficient Math CAASPP - Socioeconomically Disadvantaged Students: Grades 3, 5, 8, and 11

| | Spring 2016 | Spring 2017 | Spring 2018 |
|---|---|---|---|
| **Grade 3** | 17% | 25% | 27% |
| **Grade 5** | 10% | 11% | 7% |
| **Grade 8** | 8% | 12% | 24% |
| **Grade 11** | 13% | 14% | 19% |

Cabrillo Unified School District

# Strategic Education Plan
# Goal 2, A-G Completion Target

4% increase the percentage of students that complete high school with the UC/CSU (A-G) course requirements for All Students, English Learners, and Socioeconomically Disadvantaged Students.

Cabrillo Unified School District

# Graduates Completing A-G Requirements: All Students

| | 2016 | 2017 | 2018 |
|---|---|---|---|
| **Half Moon Bay High School** | 57% | 57% | 53% |
| **CUSD** | 54% | 54% | 50% |

Cabrillo Unified School District

# Graduates Completing A-G Requirements: English Learners

| | 2016 | 2017 | 2018 | # of Students Tested 2018 |
|---|---|---|---|---|
| **CUSD** | 13% | 7% | 9% | 1 of 11 |

Cabrillo Unified School District

# Graduates Completing A-G Requirements: Socioeconomically Disadvantaged

| | 2016 | 2017 | 2018 |
|---|---|---|---|
| **CUSD** | 39% | 27% | 28% |

Cabrillo Unified School District

## Strategic Education Plan Goal 2, AVID Target

In 2016-17, 100% percent of students in the Advancement Via Individual Determination program applied for college our goal for 2017-18 was to maintain 95%.

Cabrillo Unified School District

## AVID Seeking College Admission

14 HMBHS seniors participated in AVID.

100% applied four-year universities.

Cabrillo Unified School District

# Strategic Education Plan Goal 1 and 2 Final Thoughts

In the third year of this Local Control Accountability Plan (LCAP) we are able to see several areas of positive trends, including Reclassification and overall academic improvement for All Students in English Language Arts and Math. The areas of inconsistent success are focus areas of analysis as we revise the plan.

Cabrillo Unified School District

# Questions?

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** February 13, 2019

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

**BOARD AGENDA NUMBER:** 11.b

**BOARD AGENDA ITEM:** Receive Report on School Plan for Student Achievement for Cunha Intermediate

**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:**

Cunha and its School Site Council have engaged in the cycle of continuous improvement to develop their School Plan for Student Achievement. The Interim Principal will present the goals and a few highlights of the strategies the site is implementing.

**FINANCIAL IMPACT:**

The financial impact is included in the budget.

**RECOMMENDATION:**

Receive report on School Plan for Student Achievement for Cunha Intermediate.

Cabrillo Unified School District

# School Plan for Student Achievement

School Board Presentation
February 13, 2019

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

Cabrillo Unified School District

School Plan For Student Achievement




Cycle of Continuous Improvement




Goal 1: By June 2019, 1) reclassify 25 students and 2) ELD students will raise their reading levels by at least 1 grade level as measured by i-Ready

- Lower English Language Development Class (ELD) class size.
- Provide Homework tutoring after school for struggling students, inclusive all language fluency classifications.




Goal 2: By June 2019, 5% of English Learners will meet or exceed standards as measured by Smarter Balanced Assessment Consortium (SBAC) in Mathematics.

- Approximately 38% of students are enrolled in a year-long AVID course or are exposed to AVID strategies and methodologies.
- AVID Excel for ELD 3 and above classes. Students are supported to build their academic language, leadership skills, and share college readiness goals.




Goal 3: By June 2019, 1) increase parent sign ups on School Loop by 10% from 500 to 550 families and 2) Increase parent participation at school-wide events so that 100 parents attend at least one key event.

- Parent Education meetings: Soul Shoppe for Parents, English Language Advisory Committee (ELAC),and other events.
- Soul Shoppe for Parents conducted in Spanish




Goal 4: Increase student feelings regarding school belonging and perceptions of school safety by .25 as measured by the Panorama Survey administered in the spring of 2019.

- Positive Behavioral Interventions and Supports: student recognitions for meeting or exceeding student behavior expectation.
- Recognition Programs: Cub Compliments, Student of the Week, Outstanding Cub Award, Honor Roll, Principal's Honor Roll, Merit Award, Student of the Month, Recognition Assemblies, Student Work Displayed.

Cabrillo Unified School District

# Thank you!

Are there any questions?

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** February 13, 2019

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

**BOARD AGENDA NUMBER:** 12.a

**BOARD AGENDA ITEM:** Public Hearing to Solicit Public Input On Draft Maps Of Trustee Areas

**DEPARTMENT:** Governing Board

**CONTACT PERSON:** Jane Yuster, Superintendent

**BACKGROUND INFORMATION:**

At its regular meeting of October 11, 2018, the Board took action to approve Resolution No. 23-18 to initiate the process of conversion from an at-large election method to a "By-Trustee Area Election" system, in time for November 2020 implementation. Trustees also approved the proposal from National Demographics Corporation to conduct a demographic study related to the CVRA/By-District elections.

On November 5, 2018 and November 14, 2018, Public Hearings were held pertaining to Trustee Area Elections.

**CURRENT CONSIDERATIONS**

After completing a demographic study of the District, National Demographic, Inc. has developed two draft map options of Trustee Areas. At this Public Hearing, Trustees will have an opportunity to review the draft maps, receive public testimony concerning the draft maps, and provide other input for consideration.

**FINANCIAL IMPACT:**

There is no financial impact to the General Fund.

**RECOMMENDATION:**

It is respectfully recommended that the Board President recognize Superintendent Yuster, who will recap the process of establishing a Trustee Area Election system in CUSD. The Superintendent will then introduce Claire Cunningham, Chief Deputy County Counsel, who will present drafts of Trustee Area maps for purposes of discussion.

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

SUPERINTENDENT
Jane Yuster

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

# NOTICE OF PUBLIC HEARING

## CABRILLO UNIFIED SCHOOL DISTRICT

**NOTICE IS HEREBY GIVEN** that two public hearings will be held by the Governing Board of the Cabrillo Unified School District as part of the transition to a by-trustee area election system to receive community comments and public testimony concerning proposed trustee voting area plans.

**YOU WILL THEREFORE TAKE NOTICE THAT** a public hearing will be held before the Governing Board of the District as follows:

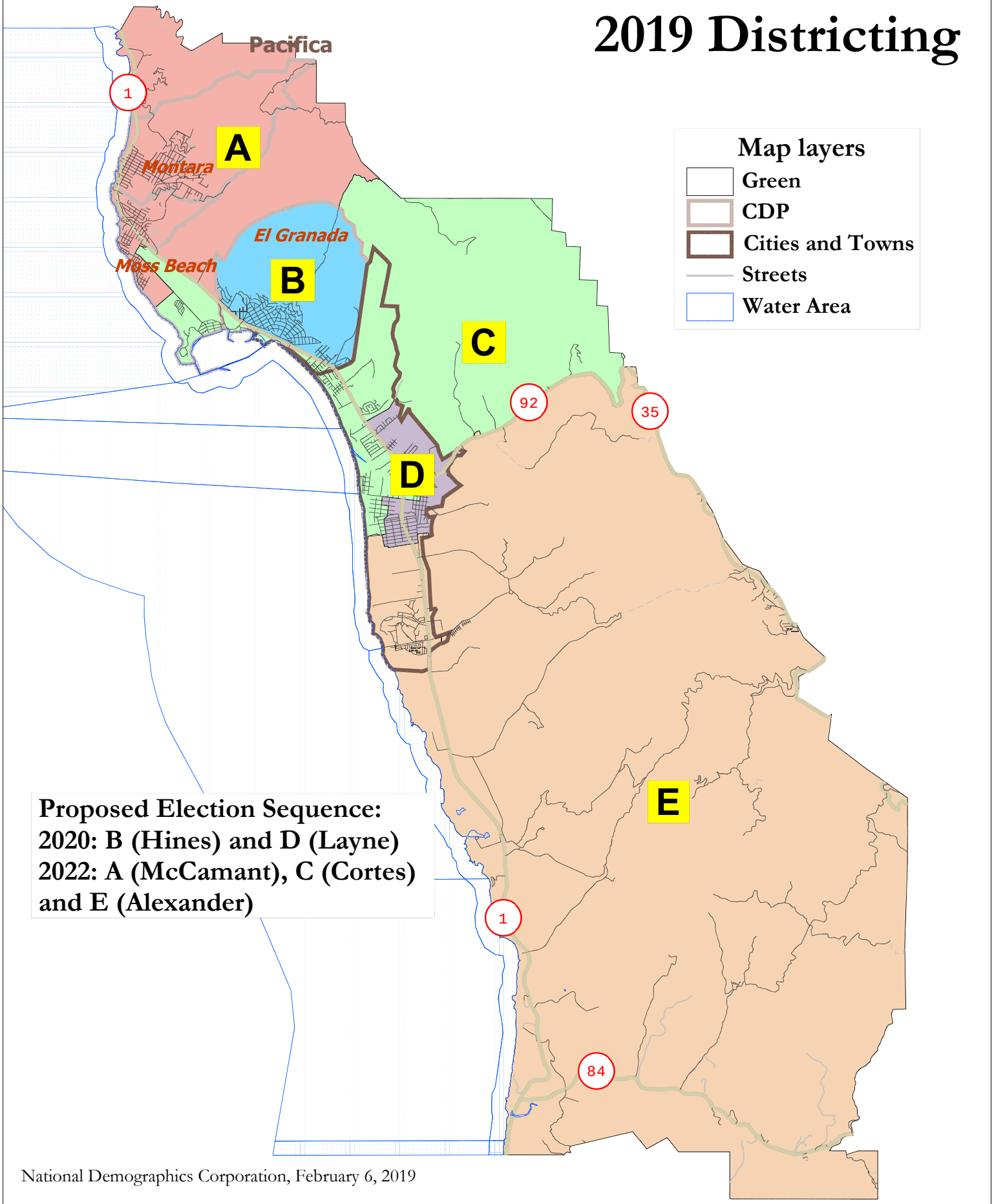
**Dates: February 13, 2019 and March 14, 2019**

**Place: CUSD District Office 498 Kelly Ave, Half Moon Bay - CUSD Board Room**

**Time: 7:00 p.m.**

Draft maps can be accessed here: http://www.cabrillo.k12.ca.us/. Please contact Rosie Acosta, Administrative Assistant to the Superintendent, at (650) 712-7112, or AcostaR@cabrillo.k12.ca.us, if you require more information prior to the Public Hearing.

# Cabrillo Unified 2019 Districting




**Proposed Election Sequence:**
**2020: B (Hines) and D (Layne)**
**2022: A (McCamant), C (Cortes) and E (Alexander)**

National Demographics Corporation, February 6, 2019

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| Cabrillo Unified - "Green" Draft | | | | | | | |
|---|---|---|---|---|---|---|---|
| **District** | | **A** | **B** | **C** | **D** | **E** | **Total** |
| Ideal | Total Pop | 5,103 | 5,221 | 5,084 | 5,048 | 4,978 | 25,434 |
| 5,087 | Deviation from ideal | 16 | 134 | -3 | -39 | -109 | 243 |
| | % Deviation | 0.31% | 2.63% | -0.06% | -0.77% | -2.14% | 4.78% |
| Total Pop | % Hisp | 12% | 15% | 37% | 34% | 35% | 27% |
| | % NH White | 78% | 77% | 56% | 59% | 59% | 66% |
| | % NH Black | 1% | 1% | 1% | 1% | 1% | 1% |
| | % Asian-American | 7% | 5% | 5% | 5% | 4% | 5% |
| Citizen Voting Age Pop | Total | 4,408 | 4,128 | 3,497 | 3,922 | 3,450 | 19,404 |
| | % Hisp | 10% | 13% | 15% | 25% | 12% | 15% |
| | % NH White | 88% | 80% | 76% | 64% | 78% | 78% |
| | % NH Black | 0% | 0% | 1% | 0% | 1% | 1% |
| | % Asian/Pac.Isl. | 2% | 5% | 8% | 11% | 7% | 6% |
| Voter Registration (Nov 2016) | Total | 3,635 | 3,470 | 3,042 | 3,140 | 3,212 | 16,499 |
| | % Latino est. | 10% | 8% | 17% | 19% | 10% | 13% |
| | % Spanish-Surnamed | 9% | 7% | 15% | 17% | 9% | 11% |
| | % Asian-Surnamed | 2% | 2% | 2% | 3% | 3% | 2% |
| | % Filipino-Surnamed | 1% | 1% | 2% | 2% | 1% | 1% |
| | % NH White est. | 85% | 89% | 75% | 76% | 84% | 82% |
| | % NH Black | 1% | 0% | 0% | 0% | 1% | 0% |
| Voter Turnout (Nov 2016) | Total | 3,110 | 2,973 | 2,517 | 2,590 | 2,730 | 13,919 |
| | % Latino est. | 9% | 7% | 15% | 17% | 9% | 11% |
| | % Spanish-Surnamed | 8% | 7% | 13% | 16% | 8% | 10% |
| | % Asian-Surnamed | 2% | 2% | 2% | 3% | 3% | 2% |
| | % Filipino-Surnamed | 1% | 1% | 1% | 2% | 1% | 1% |
| | % NH White est. | 86% | 90% | 77% | 78% | 85% | 83% |
| | % NH Black | 1% | 0% | 0% | 0% | 1% | 0% |
| Voter Turnout (Nov 2014) | Total | 1,975 | 1,774 | 1,484 | 1,523 | 1,730 | 8,485 |
| | % Latino est. | 6% | 5% | 8% | 10% | 6% | 7% |
| | % Spanish-Surnamed | 5% | 4% | 8% | 9% | 5% | 6% |
| | % Asian-Surnamed | 2% | 2% | 2% | 3% | 3% | 2% |
| | % Filipino-Surnamed | 1% | 1% | 1% | 1% | 0% | 1% |
| | % NH White est. | 91% | 93% | 85% | 85% | 88% | 89% |
| | % NH Black est. | 0% | 0% | 2% | 1% | 2% | 1% |
| ACS Pop. Est. | Total | 5,597 | 5,688 | 5,722 | 5,356 | 5,024 | 27,388 |
| Age | age0-19 | 25% | 23% | 22% | 21% | 20% | 22% |
| | age20-60 | 48% | 51% | 52% | 51% | 50% | 50% |
| | age60plus | 27% | 25% | 26% | 28% | 29% | 27% |
| Immigration | immigrants | 12% | 16% | 25% | 27% | 23% | 20% |
| | naturalized | 60% | 47% | 52% | 48% | 44% | 49% |
| Language spoken at home | english | 79% | 81% | 66% | 65% | 69% | 72% |
| | spanish | 17% | 14% | 25% | 26% | 23% | 21% |
| | asian-lang | 1% | 3% | 3% | 3% | 3% | 2% |
| | other lang | 3% | 2% | 6% | 6% | 5% | 4% |
| Language Fluency | Speaks Eng. "Less than Very Well" | 5% | 8% | 15% | 16% | 14% | 12% |
| Education (among those age 25+) | hs-grad | 46% | 37% | 40% | 36% | 36% | 39% |
| | bachelor | 32% | 35% | 27% | 27% | 28% | 30% |
| | graduatedegree | 17% | 21% | 19% | 21% | 22% | 20% |
| Child in Household | child-under18 | 26% | 24% | 25% | 23% | 22% | 24% |
| Pct of Pop. Age 16+ | employed | 62% | 62% | 64% | 67% | 66% | 64% |
| Household Income | income 0-25k | 8% | 5% | 8% | 13% | 15% | 10% |
| | income 25-50k | 10% | 12% | 13% | 14% | 15% | 13% |
| | income 50-75k | 17% | 11% | 13% | 10% | 9% | 12% |
| | income 75-200k | 43% | 46% | 46% | 37% | 33% | 41% |
| | income 200k-plus | 22% | 26% | 20% | 25% | 28% | 24% |
| Housing Stats | single family | 94% | 84% | 87% | 86% | 86% | 87% |
| | multi-family | 6% | 16% | 13% | 14% | 14% | 13% |
| | rented | 20% | 20% | 29% | 31% | 31% | 26% |
| | owned | 80% | 80% | 71% | 69% | 69% | 74% |

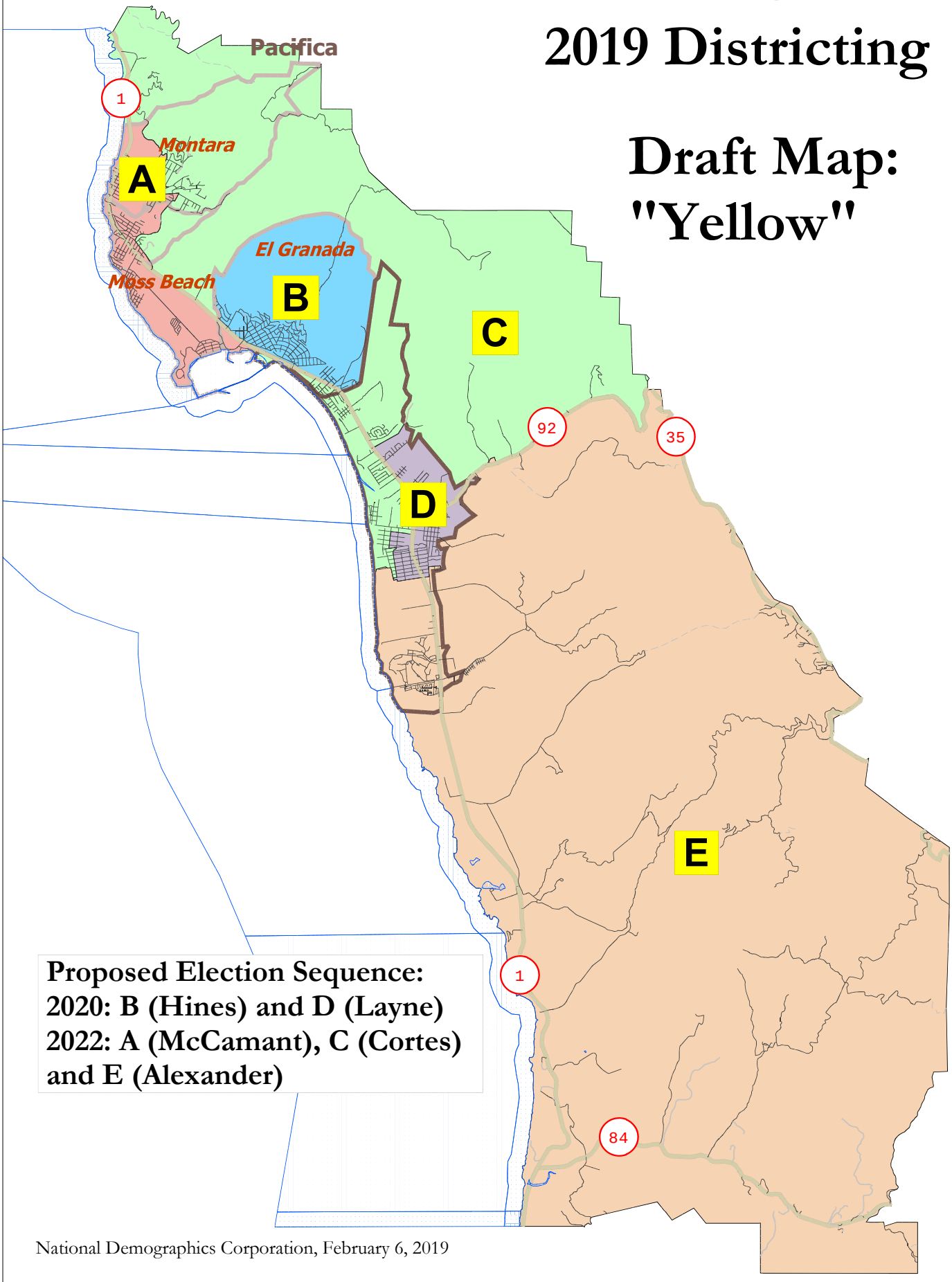
Total population data from the 2010 Decennial Census.

Surname-based Voter Registration and Turnout data from the California Statewide Database.

Latino voter registration and turnout data are Spanish-surname counts adjusted using Census Population Department undercount estimates. NH White and NH Black registration and turnout counts estimated by NDC. Citizen Voting Age Pop., Age, Immigration, and other demographics from the 2012-2016 American Community Survey and Special Tabulation 5-year data.

# Cabrillo Unified 2019 Districting

## Draft Map: "Yellow"




**Proposed Election Sequence:**
**2020: B (Hines) and D (Layne)**
**2022: A (McCamant), C (Cortes) and E (Alexander)**

National Demographics Corporation, February 6, 2019

©2016 CALIPER

| Cabrillo Unified - "Yellow" Draft | | | | | | | |
|---|---|---|---|---|---|---|---|
| **District** | | **A** | **B** | **C** | **D** | **E** | **Total** |
| Ideal | Total Pop | 5,102 | 5,221 | 5,071 | 5,062 | 4,978 | 25,434 |
| 5,087 | Deviation from ideal | 15 | 134 | -16 | -25 | -109 | 243 |
| | % Deviation | 0.29% | 2.63% | -0.31% | -0.49% | -2.14% | 4.78% |
| Total Pop | % Hisp | 21% | 15% | 29% | 34% | 35% | 27% |
| | % NH White | 71% | 77% | 63% | 60% | 59% | 66% |
| | % NH Black | 1% | 1% | 1% | 1% | 1% | 1% |
| | % Asian-American | 5% | 5% | 6% | 5% | 4% | 5% |
| Citizen Voting Age Pop | Total | 4,006 | 4,128 | 3,856 | 3,965 | 3,450 | 19,404 |
| | % Hisp | 12% | 13% | 12% | 24% | 12% | 15% |
| | % NH White | 86% | 80% | 79% | 65% | 78% | 78% |
| | % NH Black | 0% | 0% | 1% | 0% | 1% | 1% |
| | % Asian/Pac.Isl. | 1% | 5% | 8% | 11% | 7% | 6% |
| Voter Registration (Nov 2016) | Total | 3,355 | 3,470 | 3,329 | 3,133 | 3,212 | 16,499 |
| | % Latino est. | 12% | 8% | 15% | 19% | 10% | 13% |
| | % Spanish-Surnamed | 11% | 7% | 13% | 17% | 9% | 11% |
| | % Asian-Surnamed | 2% | 2% | 2% | 3% | 3% | 2% |
| | % Filipino-Surnamed | 1% | 1% | 1% | 2% | 1% | 1% |
| | % NH White est. | 83% | 89% | 78% | 76% | 84% | 82% |
| | % NH Black | 0% | 0% | 1% | 0% | 1% | 0% |
| Voter Turnout (Nov 2016) | Total | 2,846 | 2,973 | 2,786 | 2,584 | 2,730 | 13,919 |
| | % Latino est. | 10% | 7% | 13% | 17% | 9% | 11% |
| | % Spanish-Surnamed | 9% | 7% | 12% | 16% | 8% | 10% |
| | % Asian-Surnamed | 2% | 2% | 2% | 3% | 3% | 2% |
| | % Filipino-Surnamed | 1% | 1% | 1% | 2% | 1% | 1% |
| | % NH White est. | 84% | 90% | 80% | 78% | 85% | 83% |
| | % NH Black | 0% | 0% | 1% | 0% | 1% | 0% |
| Voter Turnout (Nov 2014) | Total | 1,730 | 1,774 | 1,737 | 1,515 | 1,730 | 8,485 |
| | % Latino est. | 7% | 5% | 7% | 10% | 6% | 7% |
| | % Spanish-Surnamed | 6% | 4% | 6% | 9% | 5% | 6% |
| | % Asian-Surnamed | 2% | 2% | 2% | 3% | 3% | 2% |
| | % Filipino-Surnamed | 1% | 1% | 1% | 1% | 0% | 1% |
| | % NH White est. | 89% | 93% | 87% | 85% | 88% | 89% |
| | % NH Black est. | 0% | 0% | 2% | 1% | 2% | 1% |
| ACS Pop. Est. | Total | 5,596 | 5,688 | 5,709 | 5,371 | 5,024 | 27,388 |
| Age | age0-19 | 25% | 23% | 22% | 21% | 20% | 22% |
| | age20-60 | 48% | 51% | 52% | 51% | 50% | 50% |
| | age60plus | 27% | 25% | 26% | 28% | 29% | 27% |
| Immigration | immigrants | 12% | 16% | 25% | 27% | 23% | 20% |
| | naturalized | 60% | 47% | 52% | 48% | 44% | 49% |
| Language spoken at home | english | 79% | 81% | 66% | 65% | 69% | 72% |
| | spanish | 17% | 14% | 25% | 26% | 23% | 21% |
| | asian-lang | 0% | 3% | 3% | 3% | 3% | 2% |
| | other lang | 3% | 2% | 6% | 6% | 5% | 4% |
| Language Fluency | Speaks Eng. "Less than Very Well" | 5% | 8% | 15% | 16% | 14% | 12% |
| Education (among those age 25+) | hs-grad | 46% | 37% | 40% | 36% | 36% | 39% |
| | bachelor | 32% | 35% | 27% | 27% | 28% | 30% |
| | graduatedegree | 17% | 21% | 19% | 21% | 22% | 20% |
| Child in Household | child-under18 | 26% | 24% | 26% | 23% | 22% | 24% |
| Pct of Pop. Age 16+ | employed | 62% | 62% | 64% | 67% | 66% | 64% |
| Household Income | income 0-25k | 8% | 5% | 8% | 13% | 15% | 10% |
| | income 25-50k | 10% | 12% | 13% | 14% | 15% | 13% |
| | income 50-75k | 17% | 11% | 13% | 10% | 9% | 12% |
| | income 75-200k | 43% | 46% | 46% | 37% | 33% | 41% |
| | income 200k-plus | 22% | 26% | 19% | 25% | 28% | 24% |
| Housing Stats | single family | 94% | 84% | 87% | 86% | 86% | 87% |
| | multi-family | 6% | 16% | 13% | 14% | 14% | 13% |
| | rented | 20% | 20% | 29% | 31% | 31% | 26% |
| | owned | 80% | 80% | 71% | 69% | 69% | 74% |
| Total population data from the 2010 Decennial Census. | | | | | | | |
| Surname-based Voter Registration and Turnout data from the California Statewide Database. | | | | | | | |
| Latino voter registration and turnout data are Spanish-surname counts adjusted using Census Population Department undercount estimates. NH White and NH Black registration and turnout counts estimated by NDC. Citizen Voting Age Pop., Age, Immigration, and other demographics from the 2012-2016 American Community Survey and Special Tabulation 5-year data. | | | | | | | |

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** February 13, 2019

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

**BOARD AGENDA NUMBER:** 12.b

**BOARD AGENDA ITEM:** Discuss Governing Board Appointees for 2019

**DEPARTMENT:** Governing Board

**CONTACT PERSON:** Jane Yuster, Superintendent

**BACKGROUND INFORMATION:**

The role of a Board Liaison is to foster two-way communication and partnership with key groups in our community. Responsibilities include attending meetings and events, monitoring newsletters and websites, providing information to inform and consult the group and board. Progress on partnership and upcoming activities and events shall be reported monthly to superintendent/board during 'Board Communications' updates.

**REPORT/PROPOSAL:**

To designate the following board members as representatives: (may be considered en masse with one motion/second/vote)

| | |
|---|---|
| President - Sophia Layne | Media, district-wide parent groups (e.g. Cabrillo Education Foundation), Coastside Democrats, San Mateo County School Boards Association, Farallone View Elementary, Kings Mountain Elementary |
| Vice President - Kimberly Hines | El Granada Elementary, faith-based groups, senior citizen groups, California School Boards Association, United States senators and representatives |
| Clerk - Lizet Cortes | Latino community groups, Hatch Elementary, Los Listos Pre School, Pilarcitos Alternative High School, La Costa Adult School, San Mateo County Office of Education (Big Lift, Safe Schools) |
| Member - Freya McCamant | Half Moon Bay High School, San Mateo County (SMC) Office of Education Career and Technical Education, SMC School Board liaison (Susan Alvaro), SMC Committee on School District Organization, SMC Board of Supervisors, CA state representatives, Coastside Advisory Committee for Special Education Programs |

| | |
|---|---|
| Member - Mary Beth Alexander | Half Moon Bay Chamber of Commerce, Half Moon Bay City/other local government, Coastside Mothers' Club, Cunha Intermediate, Friends of Half Moon Bay Library |

**FINANCIAL IMPACT:**

There is no financial impact to the General Fund.

**RECOMMENDATION:**

Discuss Governing Board appointees for 2019.

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** February 13, 2019

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

**BOARD AGENDA NUMBER:** 14.a

**BOARD AGENDA ITEM:** Approve Field Trip for Half Moon Bay High School Advancement Via Individual Determination Program (AVID) to Various Colleges in Southern California, February 17 - 20, 2019

**DEPARTMENT:** Pupil Services

**CONTACT PERSON:** Holly Wade Ph.D., 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:**

Marsenne Kendall, Sara De Santis and Guy Hees, teachers/advisors, Half Moon Bay High School AVID Program, are requesting that the Governing Board approve a field trip to visit various colleges in Southern California, February 17 - 20, 2019. There will be approximately 27 students, and they will be chaperoned by three certificated staff members. The students and teachers will travel from Half Moon Bay to Southern California by SPAB (Student Pupil Activity Bus) certified charter bus, Black Tie Transportation, (925) 398-6223. The travel party will be staying at the Holiday Inn Express Fullerton-Anaheim, 212 W Houston Ave., Fullerton, California 92832, (714) 853-1700

The itinerary includes the following colleges:

| | |
|---|---|
| **Day 1** | **Depart Half Moon Bay High School**<br>Travel Day |
| **Day 2** | **Colleges:**<br>Chapman University, in Orange, California<br>Pepperdine University, Seaver College, in Malibu, California |
| **Day 3** | **Colleges:**<br>California State University, Fullerton, in Fullerton, California<br>University of California, Los Angeles, in Los Angeles, California |

| | |
|---|---|
| **Day 4** | **Colleges:**<br>University of California, Santa Barbara, in Santa Barbara, California<br>**Return to Half Moon Bay High School** |

**FINANCIAL IMPACT:**

The trip is funded by the AVID Club and Title I Funds.

**RECOMMENDATION:**

Approve field trip for Half Moon Bay High School Advancement Via Individual Determination Program (AVID) to various colleges in Southern California, February 17 - 20, 2019.

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** February 13, 2019

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

**BOARD AGENDA NUMBER:** 14.b

**BOARD AGENDA ITEM:** Approve Certificated Personnel Report

**DEPARTMENT:** Personnel

**CONTACT PERSON:** Holly Wade Ph.D., 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 CERTIFICATED ADMINISTRATION**
   Michael Andrews, Principal, Cunha Intermediate School, effective January 7, 2019.

2. **OFFER OF EMPLOYMENT FOR 2018-2019**
   Patrick Morris, English Teacher, Cunha Intermediate School, effective December 17, 2018.

**FINANCIAL IMPACT:**

Financial impact is included in the budget.

**RECOMMENDATION:**

Approve the Certificated Personnel report.

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** February 13, 2019

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

**BOARD AGENDA NUMBER:** 14.c

**BOARD AGENDA ITEM:** Approve Classified Personnel Report

**DEPARTMENT:** Personnel

**CONTACT PERSON:** Holly Wade Ph.D., 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**

Brittni Evans, Behavior Aide, District Office, effective January 16, 2019.

Austin Rodrigues, Food Service Assistant I/Custodian I, Half Moon Bay High School, effective February 1, 2019.

**FINANCIAL IMPACT:**

Financial impact is included in the budget.

**RECOMMENDATION:**

Approve the Classified Personnel report.

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** February 13, 2019

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

**BOARD AGENDA NUMBER:** 14.d

**BOARD AGENDA ITEM:** Approve Declaration of District Property as Surplus

**DEPARTMENT:** Business Department

**CONTACT PERSON:** Crystal Leach, Chief Business Official

**BACKGROUND:**

The Governing Board recognizes the need to continually enhance student learning by providing access to high quality textbooks, equipment and other instruction materials.

From time to time, the District identifies furniture and equipment that is no longer needed. These items are catalogued and a notice is sent to the school sites advertising the free distribution of these items. The remaining items are then brought to the Board for the purpose of being declared surplus. This action allows us to either sell or donate the items.

**REPORT/PROPOSAL:**

The District has identified the following items no longer needed:

- 13 Lunch Tables from El Granada Elementary School

Once declared, "surplus," the items will be sold or donated as circumstances permit.

**FINANCIAL IMPACT:**

There may be a small positive financial impact to the General Fund.

**RECOMMENDATION:**

Declare the equipment listed ad surplus.

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** February 13, 2019

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

**BOARD AGENDA NUMBER:** 14.e

**BOARD AGENDA ITEM:** Approve Donations to Cabrillo Unified School District

**DEPARTMENT:** Business Department

**CONTACT PERSON:** Crystal Leach, Chief Business Official

**BACKGROUND INFORMATION:**

The Governing Board routinely reviews the monthly donation reports.

**REPORT/PROPOSAL:**

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

**HALF MOON BAY HIGH SCHOOL** **$5,150**

**Spring Musical**

| | |
|---|---|
| Shirley Caroline McIntosh | $150 |
| Patrick McKee | $300 |
| Dena Sexton | $150 |
| Jeff R. Warren, Betsy M. Warren | $150 |
| Gary Jaegar, Katy Jaeger | $150 |
| Denton Summers Chase, Catherine M. Chase | $150 |
| Gerald E. Martuscelli, Lynn J. Martuscelli | $150 |
| Patrick Michaek Murphy, Elizabeth G. Murphy | $150 |
| Erin Bautista, Joel Bautista | $150 |
| Ingo Bork, Ina Bork | $500 |
| Karl Eckert, Terri Eckert | $150 |
| Allan Brody, Rosa Brody | $150 |
| Leann Kennedy, Troy Kennedy | $150 |
| Erin F. Hosilyk, David A. Hosilyk | $150 |
| Kris Hammerstrom, Grace Hammerstrom | $150 |
| Thanh Vo | $150 |
| Jon K. Pugh | $150 |
| Christine H. Carrig | $150 |
| Christopher Shaw | $150 |

| | |
|---|---|
| Michelle C. Humphrey | $150 |
| Mark A. Johnson, Erica R. Johnson | $150 |
| James P. Quick, Melinda L. Quick | $150 |
| Amanda J. Negrete, Salvador Z. Negrete | $150 |
| Jeanine Fish, Charles R. Fish, Jr. | $150 |
| Andrew Dellins, Kim Dellins | $150 |
| Thomas Lichtenberg, Elizabeth Lichtenberg | $500 |
| Susan M. Janes, Michael C. Griffith | $300 |

**Helen Tyler Gammon Scholarship**

| | |
|---|---|
| Douglas T. Tyler | $100 |

**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:** February 13, 2019

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

**BOARD AGENDA NUMBER:** 14.f

**BOARD AGENDA ITEM:** Accept Enrollment Report:
Fifth 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 fifth 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 fifth month of the 2018-2019 school year.

**CABRILLO UNIFIED SCHOOL DISTRICT**
**2018-2019 SCHOOL YEAR**
**ENROLLMENT REPORT**

**School Month No.** **5** **Date:** **1/18/2019**

| Grade | El Granada | Farallone View | Hatch | Kings Mountain | Cunha | Half Moon Bay High | Pilarcitos | Home & Independent Study | TOTALS |
|---|---|---|---|---|---|---|---|---|---|
| **TK** | 9 | 9 | 11 | 0 | - | - | - | 0 | 29 |
| **K** | 62 | 53 | 80 | 5 | - | - | - | 0 | 200 |
| **1** | 69 | 54 | 75 | 13 | - | - | - | 0 | 211 |
| **2** | 52 | 49 | 93 | 8 | - | - | - | 0 | 202 |
| **3** | 52 | 49 | 100 | 12 | - | - | - | 0 | 213 |
| **4** | 66 | 43 | 97 | 12 | - | - | - | 0 | 218 |
| **5** | 78 | 48 | 110 | 9 | - | - | - | 0 | 245 |
| **6** | - | - | - | - | 225 | - | - | 0 | 225 |
| **7** | - | - | - | - | 257 | - | - | 0 | 257 |
| **8** | - | - | - | - | 264 | - | - | 0 | 264 |
| **9** | - | - | - | - | - | 270 | 0 | 1 | 271 |
| **10** | - | - | - | - | - | 245 | 3 | 1 | 249 |
| **11** | - | - | - | - | - | 246 | 12 | 4 | 262 |
| **12** | - | - | - | - | - | 204 | 27 | 10 | 241 |
| **Total Regular Enrollment** | 388 | 305 | 566 | 59 | 746 | 965 | 42 | 16 | 3087 |
| **SDC Student Enrollment** | 16 | 0 | 0 | 0 | 21 | 16 | 0 | 0 | 53 |
| **TOTAL ENROLLMENT** | **404** | **305** | **566** | **59** | **767** | **981** | **42** | **16** | **3140** |
| **Total Enrollment as of 1/27/18** | 405 | 321 | 581 | 71 | 791 | 973 | 28 | 24 | 3194 |
| **Difference between 1/27/18 Total Enrollment and 1/18/19 Total Enrollment** | **-1** | **-16** | **-15** | **-12** | **-24** | **8** | **14** | **-8** | **-54** |
| **Total Enrollment as of 12/7/18** | 403 | 308 | 567 | 58 | 765 | 987 | 43 | 13 | 3144 |
| **Difference between 12/7/18 Total Enrollment and 1/18/19 Total Enrollment** | **1** | **-3** | **-1** | **1** | **2** | **-6** | **-1** | **3** | **-4** |

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** February 13, 2019

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

**BOARD AGENDA NUMBER:** 14.g

**BOARD AGENDA ITEM:** Approve and Adopt Minutes of January 17, 2019 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 January 17, 2019 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 January 17, 2019 regular Governing Board meeting.

# Governing Board Meeting Agenda

(Unadopted) Meeting Minutes

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)

| | |
|---|---|
| Board Members Present: | Ms. Sophia Layne, President<br>Ms. Kimberly Hines, Vice President<br>Ms. Lizet Cortes, Clerk to the Governing Board<br>Ms. Mary Beth Alexander, Member<br>Ms. Freya McCamant, Member |
| Administrators at the Table: | Ms. Jane Yuster, Superintendent<br>Ms. Joy Dardenelle, Assistant Superintendent<br>Ms. Holly Wade, Ph.D., Assistant Superintendent<br>Ms. Crystal Leach, Chief Business Official |
| Student Board Representative: | Miss Lauren DuBose, Student Board Representative |

**1. CALL TO ORDER - 6:00 PM**

**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**

None

**4. RECESS TO CLOSED SESSION – 6:02 PM**

**5. RECONVENE OPEN SESSION – 7:03 PM**

The Governing Board met in closed session from 6:02 PM to 7:01 PM. No action reported.

## 6. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Ms. Sophia Layne, Governing Board President.

## 7. ADOPTION OF AGENDA AS PRESENTED / AMENDED

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

(M-57) Passed 5-0 with Student Representative voting aye

## 8. STUDENT / STAFF / COMMUNITY RECOGNITION

None

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

None

## 10. REPRESENTATIVE REPORTS

a. CUTA Representative

CUTA President Sean Riordan welcomed new Board Member Ms. Lizet Cortes. Mr. Sean Riordan shared that CUTA negotiations will be happening in two weeks and expressed his concerns about the District financial situation and that Southern California and East Bay teachers voted to strike. Mr. Sean Riordan said that the current situation is an invitation to compromise, to negotiate, to brainstorm and an invitation to the participation in the democratic process. He also spoke about the importance of voting to support education.

b. CSEA Representative

CSEA President Stig Lynne introduced the newly elected CSEA Board, Mr. Stig Lynne, President, Ms. Rosalva Segura, Vice-President, Ms. Suzanne McCormack, Secretary, and Mr. Steve Goldberg, Treasurer. The election for the new CSEA Board took place in December 2018 and it had a big turnover with over 50 percent of participation. Mr. Lynne shared that CSEA looks forward to continue working with the District to create a safe and good working environment for all the staff and the students.

## 11. REPORTS / INFORMATION / PRESENTATIONS

a. Receive Audit Report for Year Ending June 30, 2018

Mr. Sheldon Chavan, CPA Partner from Chavan & Associates and Ms. Crystal Leach, Chief Business Official, presented to the Governing Board the Audit Report for Year Ending June 30, 2018.

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

Ms. Irene Preciado, Director of Categorical Programs, and Mr. John Nazar, Principal of Half Moon Bay High School, presented to the Governing Board the report on School Plan for Student Achievement for High School Sites.

## 12. DISCUSSION ITEMS

None

## 13. COMMUNICATIONS

a. Board Members

Member Freya McCamant said "Happy New Year." Ms. Freya McCamant shared that she couldn't visit the schools during the fall because of her campaign efforts so she will be doing school spring visits.

Member Lizet Cortes said that she would like to be involved in other schools and will reach out the principals to schedule visits. Ms. Lizet Cortes also will contact Mr. John Nazar to talk about the Program "Say Yes to the Dress" as a member of the community approached her about Latino participation. Ms. Lizet Cortes shared that she is a product of this district and it is a pleasure to be sitting now as a Board Member.

Member Sophia Layne said that she is looking forward to the Board Retreat on Saturday and that this is great opportunity to get to know each other, to work together and to remind themselves about what is important and why they are here with the common goal throughout the district, "Helping Kids Dreams Come True." Ms. Ms. Sophia Layne shared that she has been at Hatch supporting in the Library, helping teachers with Art in Action, talking to people around in the campus about working together and supporting teachers to create positive impact on students. She shared that she attended the Cunha Soul Shoppe Parent Night and appreciates the opportunity to see how our students are being supported in their social emotional development. Ms. Sophia Layne also thanked Ms. Jane Yuster for her presentations throughout the community on the State of the District including the financial situation.

Member Kimberly Hines said she attended the superintendent's presentation on the State of the District and, that as a group, it is important be creative to mobilize communications and educate our community on the district's funding situation. Ms. Kimberly Hines visited El Granada Elementary and walked into several classes including a second grade ELD class and a third grade Spanish class. Ms. Kimberly Hines also visited a Half Moon Bay High School AP Biology class and was able to talk with Mr. John Nazar, Principal, and other teachers about long term stability in the district.

Member Mary Beth Alexander shared that she is very excited and optimistic for this new year with all the things happening and to being part of it. She thanked everybody for being so kind and answering all her questions.

b. Student Board Member

**Half Moon Bay High School**

Half Moon Bay High School welcomed back our students and staff from our long and pleasant winter break. Since our last board meeting, we have had numerous events around our campus.

Our art department displayed their impressive portfolios during their open art studio show. Our leadership class is preparing for our Winter Formal on February 2nd from 7 pm to 10 pm. Recently, our school has implemented phone caddies in every classroom which students are expected to place their phones in before each class period to help our students focus on their education in the classroom. Our winter sports teams are playing phenomenally and will be continuing until mid-February. The spring musical, Mamma Mia, has started their rehearsals and are prepping for their performances in late March.

**Cunha Intermediate School**

Cunha Intermediate School has been very busy this month! Last night, our 8th graders showcased their science fair projects that they have been working hard on. Leadership has been organizing the annual Lip Sync battles for each grade level. The students that perform are having a blast, along with the students watching from the audience. In sports news, our 6th grade basketball season is starting soon. The 8th grade boys' basketball team is going to the Tahoe tournament. And the 8th grade girls' basketball team will be going to the Napa tournament. This semester, we are welcoming new teachers and faculty to our wonderful school!

**Hatch Elementary School**

Hatch's 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 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 month. 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 on information about the prevention of this type of bullying. Hatch Opera took place 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 Mrs. Steward, Mrs. Meyer, and Mrs. Wallace for getting the students ready and their time at the rehearsals.

**Kings Mountain Elementary School**

Kings Mountain School has had a busy start to the New Year. This morning students participated in the Scripps Spelling Bee. Four champions from each class square off to compete as a top speller and move on to the 2019 Scripps National Spelling Bee regional competition. On January 24th is KM Literacy Morning, a family engagement event to build the partnership between home and school to support reading. Families will join students for mini-workshops led by teachers who will share home activities in word study, comprehension and writing about reading. On January 30, KM has a school-wide Vision Impairment Day as part of Changing Perspective curriculum, disabilities, and empathy program. A former mobility instructor from the Fremont School for the Blind will create learning simulations with students on how people with visual impairments navigate daily tasks to gain a better understanding of the experience of those with visual impairments. Having finished culinary arts instruction in the first trimester, KM students were excited to begin music instruction with this week for their second trimester. Next month KM continues partnering with the Bay Area Puma Project.

**El Granada Elementary School**

El Granada has rescheduled their fund run to tomorrow rain or shine. They are looking forward to having a lot of healthy fun while raising money for music and physical education. Next Friday night January 25, our upper grade after school program, The Dolphin Club, will be hosting a family night. There will be a potluck dinner and fun winter activities for all our Dolphin Club families. Then on Friday February 1, we will have our first Bubble Dance Party to celebrate all our students who did not receive a referral for the month of January. For students who did receive a referral, they will do a fun project with Ms. Owens and learn about how to SWIM (be Safe, Work hard, be Inclusive and Make good choices) to our next Bubble Dance Party at the end of February.

c. Superintendent

Superintendent Jane Yuster said she enjoyed speaking with the American Association of University Women about the enrollment demographics of Half Moon Bay High School Advanced Placement Courses. Jane mentioned how proud she is of the women representation in the courses and how strong and powerful women are becoming. This week, she also presented at Brews and Views where the budget and the challenges the district is facing were discussed. Jane shared that the District will produce a document for the community and that asks people to please write to their legislators about the California schools' funding. She also said the District is working very hard on the new communication system and it is expected to be complete by the end of the school year.

## 14. CONSENT ITEMS

a. Approve Certificated Personnel Report
b. Approve Classified Personnel Report
c. Approve Williams Uniform Complaint Report
d. Approve Donations to Cabrillo Unified School District
e. Accept Enrollment Report for the Fourth Month of the 2018-2019 School Year
f. Approve and Adopt Minutes of December 13, 2018, Regular Governing Board Meeting
g. Approve Field Trip for Half Moon Bay High School Future Farmers of America to Anaheim, California, April 24 - 29, 2019
h. Approve Annual Field Trip for 8th Grade Social Studies Class to Washington, DC, February 17 - 21, 2019
i. Approve Field Trip for Cunha Intermediate School Girls Basketball Team to Lodi, California, January 26 - 27, 2019

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

(M-58) Passed 5-0 with Student Representative voting aye

## 15. ACTION ITEMS

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

Motion to approve the School Plan for Student Achievement for High School Sites was made by Member Freya McCamant and seconded by Member Mary Beth Alexander.

(M-59) Passed 5-0 with Student Representative voting aye

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

Motion to approved the Audit Report for Year Ending June 30, 2018 was made by Member Freya McCamant and seconded by Member Mary Beth Alexander.

(M-60) Passed 5-0 with Student Representative voting aye

c. 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 Updates and Adopt the Proposed Revisions as Recommended by the California School Boards Association was made by Member Kimberly Hines and seconded by Member Freya McCamant.

(M-61) Passed 5-0 with Student Representative voting aye

18. **ADJOURNMENT OF THE MEETING**

Motion to adjourn made by Member Kimberly Hines and seconded by Member Mary Beth Alexander.

(M-62) Passed 5-0 with Student Representative voting aye

Meeting was adjourned at 8:38 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
Clerk to the Governing Board

Date

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** February 13, 2019

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

**BOARD AGENDA NUMBER:** 15.a

**BOARD AGENDA ITEM:** Approve School Plan for Student Achievement for Cunha Intermediate

**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:**

Cunha and its School Site Council have engaged in the cycle of continuous improvement to develop their School Plan for Student Achievement. The Interim Principal will present the goals and a few highlights of the strategies it is implementing.

**FINANCIAL IMPACT:**

The financial impact is included in the budget.

**RECOMMENDATION:**

Approve School Plan for Student Achievement for Cunha Intermediate.

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** | Manuel F. Cunha Intermediate |
| **Address** | 600 Church Street<br>Half Moon Bay, CA, 94019 |
| **County-District-School (CDS) Code** | 41688906043665 |
| **Principal** | Seth D. Feldman |
| **District Name** | Cabrillo Unified School District |
| **SPSA Revision Date** | September 2018 |
| **Schoolsite Council (SSC) Approval Date** | November 8, 2018 |
| **Local Board Approval Date** | February 13, 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

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

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

# School Profile

Manuel F. Cunha Intermediate School is part of the Cabrillo Unified School District located in Half Moon Bay, California, a city of approximately 30,000. Cunha is located just 25 miles south of San Francisco, 40 miles northeast of San Jose and 50 miles north of Santa Cruz. We are the only middle school in the Cabrillo Unified School District; our school has an enrollment of approximately 800 students with 38 teachers instructing grades six through eight. Cunha's student population is approximately 54% Hispanic and 38% White. The majority of Cunha's students come from the following elementary schools: Alvin S. Hatch, Farallone View, El Granada, and Kings Mountain.

Cunha is currently modernizing Building C. When this building is finished, it will provide state-of-the-art learning facilities for science, English, special education, art and music. At Cunha, we offer a personalized student-centered approach and strive to educate the whole child. Our outstanding music program performs multiple times a year for our parents and community. Our students have access to a comprehensive 28,000-book library. We are proud to offer an extensive elective offering to almost every student, which includes a 6th grade exploratory wheel, 7th grade electives (1 per quarter) and 8th grade electives (1 per semester); Art, Home Economics, Industrial Arts, Leadership, Drama, Coding/Technology, and Music/Band. Additionally, Cunha began a new Spanish Language Arts program that improves the previous Spanish Immersion elective offering. Cunha is also an AVID-certified school and offers year-long electives to students in 6th, 7th, and 8th grades, as well as an AVID-like course on the 6th grade exploratory wheel focusing on organization, studying habits, and how to be successful in middle school. Last year our ELD program went through a complete overhaul as we added i-Ready and AVID Excel to our ELD classrooms.

# 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

The School Site Council is an active planning partner in the development of this plan. The plan was voted on by the Council and passed on November 8, 2018.

# 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% | 0.1% | 0% | 0 | 1 | 0 |
| African American | 0.4% | 0.4% | 0.25% | 3 | 3 | 2 |
| Asian | 1.8% | 1.9% | 2.02% | 14 | 15 | 16 |
| Filipino | 1.7% | 1.5% | 1.01% | 13 | 12 | 8 |
| Hispanic/Latino | 52.8% | 52.7% | 53.79% | 410 | 419 | 426 |
| Pacific Islander | 0.3% | 0.3% | 0.13% | 2 | 2 | 1 |
| White | 39.4% | 38.9% | 38.13% | 306 | 309 | 302 |
| Multiple/No Response | 2.8% | 0.6% | 0.38% | 22 | 5 | 3 |
| | | | Total Enrollment | 776 | 795 | 792 |

## 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 | | 270 | 262 |
| Grade 7 | | 261 | 270 |
| Grade 8 | | 264 | 260 |
| Grade 9 | | | 0 |
| Grade 10 | | | 0 |
| Grade 11 | | | 0 |
| Grade 12 | | | 0 |
| Total Enrollment | | 795 | 792 |

**Conclusions based on this data:**

1. Cunha Intermediate is a stable school with consistent base of students that attend our school.

**2.** Based on projections for the next few years, we will be entering a slightly declining enrollment.

# 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** | 157 | 175 | 160 | 20.2% | 22.0% | 20.2% |
| **Fluent English Proficient (FEP)** | 216 | 201 | 214 | 27.8% | 25.3% | 27.0% |
| **Reclassified Fluent English Proficient** | 18 | 9 | 53 | 11.5% | 5.7% | 30.3% |

**Conclusions based on this data:**

1. From 2016/2017 to 2017/2018 we saw a 24.6% increase in reclassifying students.
2. The systems we developed to help identify students who are ready for reclassification worked in year one of our plan.

# 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 6 | 256 | 256 | 258 | 251 | 253 | 255 | 250 | 253 | 255 | 98 | 98.8 | 98.8 |
| Grade 7 | 268 | 255 | 262 | 258 | 252 | 255 | 254 | 252 | 255 | 96.3 | 98.8 | 97.3 |
| Grade 8 | 246 | 260 | 261 | 242 | 254 | 254 | 234 | 254 | 254 | 98.4 | 97.7 | 97.3 |
| All Grades | 770 | 771 | 781 | 751 | 759 | 764 | 738 | 759 | 764 | 97.5 | 98.4 | 97.8 |

| 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 6 | 2518. | 2518. | 2495. | 16 | 18.97 | 11.76 | 30 | 30.04 | 27.06 | 30 | 20.55 | 25.10 | 24 | 30.43 | 36.08 |
| Grade 7 | 2543. | 2545. | 2547. | 12 | 10.71 | 20.78 | 34 | 42.46 | 31.37 | 30 | 22.62 | 20.39 | 24 | 24.21 | 27.45 |
| Grade 8 | 2563. | 2544. | 2580. | 14 | 11.81 | 21.26 | 38 | 28.35 | 36.61 | 29 | 33.07 | 23.23 | 19 | 26.77 | 18.90 |
| All Grades | N/A | N/A | N/A | 14 | 13.83 | 17.93 | 34 | 33.60 | 31.68 | 29 | 25.43 | 22.91 | 23 | 27.14 | 27.49 |

| Reading<br>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 6 | 19 | 23.32 | 16.47 | 47 | 47.43 | 40.78 | 35 | 29.25 | 42.75 |
| Grade 7 | 23 | 20.72 | 28.35 | 41 | 52.99 | 39.76 | 36 | 26.29 | 31.89 |
| Grade 8 | 24 | 20.08 | 32.28 | 48 | 45.28 | 40.55 | 28 | 34.65 | 27.17 |
| All Grades | 22 | 21.37 | 25.69 | 45 | 48.55 | 40.37 | 33 | 30.08 | 33.94 |

| Writing<br>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 6 | 22 | 23.02 | 18.04 | 45 | 40.08 | 40.78 | 33 | 36.90 | 41.18 |
| Grade 7 | 27 | 23.69 | 31.10 | 48 | 55.02 | 44.09 | 25 | 21.29 | 24.80 |
| Grade 8 | 18 | 18.90 | 32.68 | 58 | 50.39 | 46.46 | 24 | 30.71 | 20.87 |
| All Grades | 23 | 21.85 | 27.26 | 50 | 48.48 | 43.77 | 27 | 29.67 | 28.96 |

| Listening<br>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 6** | 15 | 17.39 | 16.47 | 67 | 61.26 | 53.73 | 17 | 21.34 | 29.80 |
| **Grade 7** | 19 | 13.94 | 15.35 | 62 | 65.34 | 55.91 | 19 | 20.72 | 28.74 |
| **Grade 8** | 18 | 12.60 | 21.65 | 62 | 70.08 | 64.17 | 20 | 17.32 | 14.17 |
| **All Grades** | 18 | 14.64 | 17.82 | 64 | 65.57 | 57.93 | 19 | 19.79 | 24.25 |

| Research/Inquiry<br>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 6** | 28 | 26.09 | 20.78 | 56 | 47.83 | 50.98 | 16 | 26.09 | 28.24 |
| **Grade 7** | 22 | 23.51 | 29.92 | 54 | 55.78 | 46.85 | 24 | 20.72 | 23.23 |
| **Grade 8** | 24 | 20.08 | 36.22 | 55 | 50.00 | 46.06 | 21 | 29.92 | 17.72 |
| **All Grades** | 25 | 23.22 | 28.96 | 55 | 51.19 | 47.97 | 20 | 25.59 | 23.07 |

**Conclusions based on this data:**

1. Eight grade students who either exceeded or met standard in ELA went from 30.16 to 57.87%  for a 27.71%.
2. Continued work is needed to improve upon the percent of students "Below Standard." Numbers grew slightly overall; a new curriculum in English Language Arts is being piloted (aligned with Common Core State Standards). There is hope the curriculum will be adopted and support student gains in Reading, Writing, Listening, and Research/Inquiry.
3. Current 7th grade students need to focus on ELA standards as they saw a decrease of 10.19% in excceding or meeting standards.  Emphasis will be placed on literacy through small group trainings.  The Dean of Student Support has identified specific students who may need literacy tutoring and connects with them throughout the school year on a regular basis.

# 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 6 | 256 | 256 | 258 | 251 | 253 | 258 | 250 | 253 | 258 | 98 | 98.8 | 100 |
| Grade 7 | 268 | 255 | 262 | 257 | 250 | 259 | 251 | 250 | 259 | 95.9 | 98 | 98.9 |
| Grade 8 | 246 | 260 | 261 | 242 | 254 | 254 | 237 | 254 | 254 | 98.4 | 97.7 | 97.3 |
| All Grades | 770 | 771 | 781 | 750 | 757 | 771 | 738 | 757 | 771 | 97.4 | 98.2 | 98.7 |

| 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 6 | 2504. | 2492. | 2470. | 11 | 11.07 | 5.43 | 20 | 19.76 | 17.83 | 38 | 26.88 | 27.13 | 31 | 42.29 | 49.61 |
| Grade 7 | 2518. | 2526. | 2524. | 11 | 16.00 | 20.46 | 23 | 21.20 | 19.31 | 34 | 31.20 | 24.32 | 32 | 31.60 | 35.91 |
| Grade 8 | 2539. | 2531. | 2561. | 16 | 11.42 | 19.29 | 16 | 16.93 | 23.23 | 32 | 31.50 | 28.35 | 36 | 40.16 | 29.13 |
| All Grades | N/A | N/A | N/A | 13 | 12.81 | 15.05 | 20 | 19.29 | 20.10 | 35 | 29.85 | 26.59 | 33 | 38.04 | 38.26 |

| Concepts & Procedures<br>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 6 | 11 | 16.21 | 9.34 | 45 | 31.23 | 31.13 | 45 | 52.57 | 59.53 |
| Grade 7 | 17 | 21.20 | 24.71 | 38 | 34.00 | 32.05 | 45 | 44.80 | 43.24 |
| Grade 8 | 20 | 14.57 | 22.83 | 34 | 37.40 | 38.98 | 46 | 48.03 | 38.19 |
| All Grades | 16 | 17.31 | 18.96 | 39 | 34.21 | 34.03 | 45 | 48.48 | 47.01 |

| Problem Solving & Modeling/Data Analysis<br>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 6 | 12 | 13.44 | 7.75 | 53 | 39.92 | 39.53 | 35 | 46.64 | 52.71 |
| Grade 7 | 17 | 18.80 | 20.08 | 47 | 46.40 | 44.40 | 37 | 34.80 | 35.52 |
| Grade 8 | 20 | 16.93 | 24.02 | 52 | 41.73 | 49.21 | 28 | 41.34 | 26.77 |
| All Grades | 16 | 16.38 | 17.25 | 50 | 42.67 | 44.36 | 33 | 40.95 | 38.39 |

| Communicating Reasoning<br>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 6** | 16 | 17.79 | 10.47 | 59 | 39.13 | 41.47 | 24 | 43.08 | 48.06 |
| **Grade 7** | 18 | 21.20 | 20.85 | 54 | 55.60 | 52.12 | 29 | 23.20 | 27.03 |
| **Grade 8** | 17 | 14.17 | 27.95 | 56 | 50.00 | 51.97 | 27 | 35.83 | 20.08 |
| **All Grades** | 17 | 17.70 | 19.71 | 56 | 48.22 | 48.51 | 27 | 34.08 | 31.78 |

**Conclusions based on this data:**

1. With the adoption and implementation of a new Mathematics curriculum, College Preparatory Mathematics (CPM), we have some initial data points to examine. Eighth grade increased 14.17% in standards met or exceeded, 7th grade grew 2.57% in standards met or exceeded.
2. Sixth grade analysis shows that they had a decrease of in the number of students meeting or exceeding their goals and the number of students who are below standard has also increased.

# School and Student Performance Data

## ELPAC Results

| 2017-18 Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | |
|---|---|---|---|---|
| **Grade Level** | **Overall** | **Oral Language** | **Written Language** | **Number of Students Tested** |
| **Grade 6** | 1515.7 | 1512.9 | 1517.9 | 60 |
| **Grade 7** | 1504.6 | 1494.8 | 1513.9 | 47 |
| **Grade 8** | 1521.4 | 1514.6 | 1527.6 | 30 |
| **All Grades** | | | | 137 |

| Overall Language<br>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 6** | 13 | 21.67 | 21 | 35.00 | 19 | 31.67 | * | * | 60 |
| **Grade 7** | * | * | 16 | 34.04 | 15 | 31.91 | * | * | 47 |
| **Grade 8** | * | * | 11 | 36.67 | * | * | * | * | 30 |
| **All Grades** | 30 | 21.90 | 48 | 35.04 | 42 | 30.66 | 17 | 12.41 | 137 |

| Oral Language<br>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 6** | 22 | 36.67 | 25 | 41.67 | * | * | * | * | 60 |
| **Grade 7** | 17 | 36.17 | 17 | 36.17 | * | * | * | * | 47 |
| **Grade 8** | 13 | 43.33 | 11 | 36.67 | * | * | * | * | 30 |
| **All Grades** | 52 | 37.96 | 53 | 38.69 | 21 | 15.33 | 11 | 8.03 | 137 |

| Written Language<br>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 6** | * | * | 14 | 23.33 | 18 | 30.00 | 20 | 33.33 | 60 |
| **Grade 7** | * | * | 13 | 27.66 | 12 | 25.53 | 18 | 38.30 | 47 |
| **Grade 8** | * | * | * | * | * | * | * | * | 30 |
| **All Grades** | 19 | 13.87 | 35 | 25.55 | 38 | 27.74 | 45 | 32.85 | 137 |

| Listening Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students |
| Grade 6 | 12 | 20.00 | 40 | 66.67 | * | * | 60 |
| Grade 7 | * | * | 28 | 59.57 | * | * | 47 |
| Grade 8 | 12 | 40.00 | 13 | 43.33 | * | * | 30 |
| All Grades | 34 | 24.82 | 81 | 59.12 | 22 | 16.06 | 137 |

| Speaking Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students |
| Grade 6 | 38 | 63.33 | 19 | 31.67 | * | * | 60 |
| Grade 7 | 28 | 59.57 | 13 | 27.66 | * | * | 47 |
| Grade 8 | 20 | 66.67 | * | * | * | * | 30 |
| All Grades | 86 | 62.77 | 40 | 29.20 | 11 | 8.03 | 137 |

| Reading Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students |
| Grade 6 | * | * | 15 | 25.00 | 36 | 60.00 | 60 |
| Grade 7 | * | * | * | * | 29 | 61.70 | 47 |
| Grade 8 | * | * | * | * | 17 | 56.67 | 30 |
| All Grades | 24 | 17.52 | 31 | 22.63 | 82 | 59.85 | 137 |

| Writing Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students |
| Grade 6 | * | * | 51 | 85.00 | * | * | 60 |
| Grade 7 | * | * | 33 | 70.21 | * | * | 47 |
| Grade 8 | * | * | 19 | 63.33 | * | * | 30 |
| All Grades | 19 | 13.87 | 103 | 75.18 | 15 | 10.95 | 137 |

**Conclusions based on this data:**

1. Most students scored Well Developed in the Speaking Domain.
2. In the Reading domain, most students scored Beginning across all grade levels.
3. In the writing domain, most students scored Somewhat/Moderately.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

| 2017-18 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **792** | **46.7%** | **20.2%** | **0.3%** |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2017-18 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 160 | 20.2% |
| **Foster Youth** | 2 | 0.3% |
| **Homeless** | 12 | 1.5% |
| **Socioeconomically Disadvantaged** | 370 | 46.7% |
| **Students with Disabilities** | 88 | 11.1% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 2 | 0.3% |
| **Asian** | 16 | 2.0% |
| **Filipino** | 8 | 1.0% |
| **Hispanic** | 426 | 53.8% |
| **Two or More Races** | 34 | 4.3% |
| **Pacific Islander** | 1 | 0.1% |
| **White** | 302 | 38.1% |

**Conclusions based on this data:**

1. Based on the 2017-18 Student Population, almost half of our students are Socioeconomically Disadvantaged.
2. Our student population identified as English Learners is 20.2%.

# School and Student Performance Data

## Overall Performance

**2018 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br><br>Yellow | **Chronic Absenteeism**<br><br>Orange | **Suspension Rate**<br><br>Orange |
| **Mathematics**<br><br>Yellow | | |
| **English Learner Progress**<br><br>No Performance Color | | |

**Conclusions based on this data:**

1. While the Dashboard does not yet provide a performance color for English Learners, we are making progress with the development of our English Language Learners and continue to offer additional supports in the areas of math and ELA to help all students succeed.
2. English Language Arts and Mathematics performance levels are yellow.

# School and Student Performance Data

## Academic Performance
## English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 2 | 2 | 0 | 2 | 0 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard English Language Arts Performance for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
|  Yellow |  Red |  No Performance Color |
| 9 points below standard | 82.7 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Increased 4.5 points | Maintained -2.9 points | 2 students |
| 752 students | 298 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
|  No Performance Color |  Orange |  Red |
| Less than 11 Students - Data Not Displayed for Privacy | 61.9 points below standard | 137.7 points below standard |
| 10 students | Maintained -0.1 points | Declined -12.3 points |
| | 362 students | 80 students |

| 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 70.1 points above standard | Less than 11 Students - Data Not Displayed for Privacy |
| 2 students | | Increased 42 points | 7 students |
| | | 16 students | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange | Green | No Performance Color | Green |
| 51.9 points below standard | 49.2 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 39.1 points above standard |
| Maintained 1.4 points | Declined -4.3 points | 1 students | Increased 6.5 points |
| 405 students | 34 students | | 284 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 136.9 points below standard | 45.1 points below standard | 40.8 points above standard |
| Declined -16.6 points | Maintained 2.4 points | Increased 8.9 points |
| 122 students | 176 students | 396 students |

**Conclusions based on this data:**

1. Students who are classified as English learners or socially disadvantaged perform below our overall student body.
2. There is an big point difference between our white students (39.1 points above level 3) and our Hispanic students (51.9 points below level 3) in English
3. Reclassified students achieve higher scores in English than English Learner students.

# School and Student Performance Data

## Academic Performance
## Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 3 | 1 | 0 | 2 | 0 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
|  Yellow |  Red |  No Performance Color |
| 48.4 points below standard | 123.7 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Increased 3.2 points | Maintained -0.5 points | 2 students |
| 754 students | 300 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
|  No Performance Color |  Red |  Red |
| Less than 11 Students - Data Not Displayed for Privacy | 103.4 points below standard | 191.8 points below standard |
| 10 students | Maintained 1.1 points | Declined -16.2 points |
| | 364 students | 81 students |

| 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 35.9 points above standard | Less than 11 Students - Data Not Displayed for Privacy |
| 2 students | | Increased | 7 students |
| | | 54 points | |
| | | 16 students | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange | Green | No Performance Color | Green |
| 93.3 points below standard | 16.6 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 2.1 points above standard |
| Maintained 2.1 points | Declined -3.4 points | 1 students | Maintained 2.5 points |
| 407 students | 34 students | | 284 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard Mathematics Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 175.6 points below standard | 87.1 points below standard | 2.5 points above standard |
| Declined -8.3 points | Maintained 0.9 points | Increased 6.3 points |
| 124 students | 176 students | 396 students |

**Conclusions based on this data:**

1. There is trend on the decline for all subgroups.
2. This data also shows that we have a slight decline and our math department has identified the areas for growth.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results | | | | |
|---|---|---|---|---|
| **Number of Students** | **Level 4 Well Developed** | **Level 3 Moderately Developed** | **Level 2 Somewhat Developed** | **Level 1 Beginning Stage** |
| 137 | 21.9% | 35% | 30.7% | 12.4% |

**Conclusions based on this data:**

1. Over 50% of English Language Learners achieved at Level 4 or Level 3 combined.
2. The base-line for the academic progress of our English Language Learners is being established.

# School and Student Performance Data

## Academic Performance
## College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | | | | | | Highest Performance |
|---|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue | |

This section provides number of student groups in each color.

| 2018 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2018 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard College/Career by Race/Ethnicity | | | |
|---|---|---|---|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2018 Fall Dashboard College/Career 3-Year Performance | | |
|---|---|---|
| Class of 2016 | Class of 2017 | Class of 2018 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

**Conclusions based on this data:**

1. Not Applicable

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 5 | 0 | 0 | 1 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
|  Orange |  Orange |  No Performance Color |
| 8.4% chronically absent | 12.2% chronically absent | Less than 11 Students - Data Not Displayed for Privacy |
| Increased 1.3% | Increased 2.1% | 2 students |
| 806 students | 189 students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
|  No Performance Color |  Orange |  Orange |
| 8.3% chronically absent | 11.3% chronically absent | 13.5% chronically absent |
| Maintained 0% | Increased 2.2% | Increased 1.8% |
| 12 students | 399 students | 96 students |

| 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
|  |  |  |  |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | 0% chronically absent | Less than 11 Students - Data Not Displayed for Privacy |
| 2 students | 0 students | Declined 13.3% | 8 students |
| | | 16 students | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|  |  |  |  |
| Orange | Blue | No Performance Color | Orange |
| 9.9% chronically absent | 0% chronically absent | Less than 11 Students - Data Not Displayed for Privacy | 8.1% chronically absent |
| Increased 2.3% | Maintained 0% | 1 students | Increased 0.8% |
| 434 students | 38 students | | 307 students |

**Conclusions based on this data:**

1. Students with Disabilities have the highest percentage of chronic absences.
2. Students of two or more races and Asian students have zero percent chronic absenteeism.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2018 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard Graduation Rate by Race/Ethnicity | | | |
|---|---|---|---|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate by Year | |
|---|---|
| 2017 | 2018 |

**Conclusions based on this data:**

1. Not Applicable

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 4 | 0 | 1 | 1 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2018 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
|  Orange |  Orange |  No Performance Color |
| 3.6% suspended at least once | 6.8% suspended at least once | Less than 11 Students - Data Not |
| Increased 0.6% | Increased 4% | 2 students |
| 813 students | 191 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
|  No Performance Color |  Orange |  Orange |
| 8.3% suspended at least once | 3.7% suspended at least once | 10.2% suspended at least once |
| Increased 8.3% | Increased 1.3% | Increased 6.7% |
| 12 students | 404 students | 98 students |

| 2018 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data<br>2 students | 0 Students | 0% suspended at least once<br>Declined -6.7%<br>16 students | Less than 11 Students - Data<br>8 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange | Blue | No Performance Color | Green |
| 4.1% suspended at least once<br>Increased 2%<br>439 students | 0% suspended at least once<br>Declined -2.8%<br>39 students | Less than 11 Students - Data<br>1 students | 3.6% suspended at least once<br>Declined -0.3%<br>308 students |

This section provides a view of the percentage of students who were suspended.

| 2018 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2016** | **2017** | **2018** |
| 3.7% suspended at least once | 3% suspended at least once | 3.6% suspended at least once |

**Conclusions based on this data:**

1. All students at Cunha, data shows, were suspended at least once at a rate of 3.6%.
2. The highest suspension rate at 10.2% was noted for students with disabilities.
3. The suspension rate for students of two or more races declined by 2.8%.

# Goals, Strategies, & Proposed Expenditures

# Goal 1

## Subject

Academic Achievement: Literacy and Reclassification

## Goal Statement

By June 2019, we will reclassify 25 students and be able to close two sections of ELD.

By June 2019, students in ELD classes will raise their reading levels by a minimum of 1 grade level as measured by last administered i-Ready benchmark exam.

By June 2019, ELD students in levels 3-5 will have raised their reading scores by a minimum of one and a half full-year's growth as measured by iReady.

## 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

Data used to form this goal was derived from past CELDT and recent summative ELPAC tests; prior years SBAC exam (Summative Lit) and current year i-Ready diagnostic examinations.

Data used to form this goal also included school wide dialogue with Department Chairs and Cunha's Leadership Team, informal and formal classroom observations, and professional development teacher surveys. This dialogue and surveys focused on teacher's understanding of the Common Core State Standards and Smarter Balanced Assessment, as well as the quality of professional development offered by the Cabrillo Unified School District, school administrators, and certificated staff members.

In examining the master schedule it should be noted that we have 7 sections of ELD and this number is consistent each year.  We are seeking the reduction/need for ELD classes by having our students gain literacy skills and reclassify.

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| Reclassification of students | 54 students were reclassified in 2017 - 2018 | 25 students to be reclassified in 2018 - 2019 |

## Planned Strategies/Activities

## Strategy/Activity 1

Support expansion of ELD department to lower class size and provide leveled and grade-alike courses.  Students will be afforded opportunities to receive more individualized education that will allow them to better access their education. Students will have more opportunities to speak with the teacher and interact daily them them. Students will have access to personalized computer-aided

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

August 2018 - June 2019

### Person(s) Responsible

Principal and dean of student support

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 5500 |
| **Source** | Title I |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Fund one section of ELD instruction to accomplish reduced class sizes, and to provide leveled and grade-alike courses. |
| **Amount** | 5500 |
| **Source** | Title I |
| **Budget Reference** | 5800: Professional/Consulting Services And Operating Expenditures |
| **Description** | Dean Services |

## Strategy/Activity 2

Implmement AVID EXCEL across all ELD classes

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

May 2018-June 2019

### Person(s) Responsible

AVID EXCEL Coordinator

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 1500 |
| **Source** | Title I |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Implement AVID EXCEL within the ELD Department |

## Strategy/Activity 3

Supplementary ELD Curriculum and Materials

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

August 2018-June 2019

### Person(s) Responsible

Administrators, ELD Department Chair, ELD Teachers

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 450 |
| **Source** | Title III |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Purchase supplementary curriculum and materials, beyond those provided by the District, to increase the literacy skills of English Learners |
| **Amount** | 5600 |
| **Source** | Title I |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Purchase of and implementation of i-Ready curriculum. |

## Strategy/Activity 4

Provide Homework tutoring after school for students identified as struggling, inclusive all language fluency classifications.

### Students to be Served by this Strategy/Activity

Ever English Learners

### Timeline

August 2018 - June 2019

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 3898 |
| **Source** | Title III |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Continue tutoring opportunities after school for targeted English Learner students. |
| **Amount** | 992 |
| **Source** | Title I |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Continue tutoring opportunities  after school for targeted English Learner students |

## Strategy/Activity 5

Curriculum support for EL Learners to acquire the language skills necessary for success in non-English classes.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

August 2018-June 2019

### Person(s) Responsible

Department Chairs, and administrators

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 400 |
| **Source** | Title III |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Purchase licenses to help EL students learn the language requirements necessary for school--to supplement their classes: iReady for math |

# Goals, Strategies, & Proposed Expenditures

# Goal 2

## Subject

College and Career Readiness

## Goal Statement

By June 2019, 5% of English Learners will meet or exceed standards as measured by Smarter Balanced Assessment Consortium (SBAC) in Mathematics.

## LCAP Goal

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

## Basis for this Goal

CAASPP results, Grades in English and Math, English Language Development (ELD) pathway continuation, English Language Proficiency Assessments for California (ELPAC) scores.

The results from SBAC in math show that there is a substantial gap between ELL, RFEP and EO students in their performance on the 2017-2018 SBAC exam. Overall Cunha students were 31.10% proficient in their math LIT/Summative exam (12.81% exceeded and 18.29% at standard). ELL students were only 0% proficient with 0% exceeding the standard. In addition, students who have been re-designated have a proficiency rate of 17.68% (1.4% exceed the standard and 16.28% are at standard).

MATH CAASP TEST RESULTS CURRENT ALL CUNHA STUDENTS:

Student Performance - 2017-2018
Level # %

4 Standard Exceeded 97 12.81
3 Standard Met 146 18.29
2 Standard Nearly Met 226 29.85
1 Standard Not Met 273 38.04

MATH CAASP TEST RESULTS CURRENT EL CUNHA STUDENTS:
Student Performance - 2017-2018
Level # %

4 Standard Exceeded 0 0.0
3 Standard Met 0 0.0
2 Standard Nearly Met 19 13.774
1 Standard Not Met 119 86.23

MATH CAASP TEST RESULTS CURRENT RFEP CUNHA STUDENTS:

Student Performance - 2017-2018
Level # %

4 Standard Exceeded 1 1.4
3 Standard Met 12 16.28
2 Standard Nearly Met 30 39.07
1 Standard Not Met 33 43.26

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| MATH CAASP | 0% of EL students are meeting standards | 5% of students will meet or exceed standards |

## Planned Strategies/Activities

## Strategy/Activity 1

AVID Excel: Advancement via Individual Determination targets traditionally underrepresented students in higher education (socioeconomically disadvantaged, Hispanic, and students with disabilities) - these are students who are often first in their families to attend college.

AVID Excel changes the trajectory of long-term English language learners (L-TELs) by accelerating language acquisition, developing literacy, and placing AVID Excel students on the path to high school AVID and college-preparatory coursework.

### Students to be Served by this Strategy/Activity

ELD

### Timeline

August 2017-June 2018

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 7763.40 |
| **Source** | Title I |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | As the AVID program has grown to four sections, plus a 6th grade exploratory wheel section, approximately 38% of students are enrolled in a year long course or being exposed to AVID strategies and methodologies.<br><br>Next step, implementation of AVID Excel within all ELD 3 and above classes. Through a sequential set of middle school 7th and 8th grade courses, students are supported to build their academic language, leadership skills, and overall sense of commitment to school with a cohort of peers who share their same college readiness goals.<br><br>Monies from this budget line will be spent on AVID Excel implementation strategies from the AVID Center, AVID professional development, AVID EXCEL Field Trips and AVID Excel classroom materials. |

## Strategy/Activity 2

Summer Extended Learning opportunities for English Learners through AVID EXCEL 10-Day Jumpstart Program

### Students to be Served by this Strategy/Activity

ELD

## Timeline

By May 10, 2019 students will be identified for the program
May 20, 2019 students will be invited to participate in the program
June 3, 2019 parent meeting for invited students will be held
July 29, 2019-August 6, 2019 the AVID Summer Jumpstart program will be held at Cunha

## Person(s) Responsible

Administrators, AVID EXCEL Coordinator

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 4000 |
| **Source** | Title III |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | A crucial portion of the AVID Excel course sequence is the AVID Excel Summer Bridge that emphasizes developing students' academic language proficiency in all domains—reading, writing, speaking, and listening—while also developing self-determination, leadership skills, and motivation.<br><br>In order to support English Learners' gains in literacy and language skills, provide opportunity for students to continue interacting with curriculum that focuses on skills required for success in college and career, especially to prevent summer learning loss. Funding is to support a teacher to instruct a summer course. |

| | |
|---|---|
| **Amount** | 1,000 |
| **Source** | Title III |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Curriculum and planning for teacher to develop summer extended learning course |

| | |
|---|---|
| **Amount** | 2,000 |
| **Source** | Title I |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | A crucial portion of the AVID Excel course sequence is the AVID Excel Summer Bridge that emphasizes developing students' academic language proficiency in all domains—reading, writing, speaking, and listening—while also developing self-determination, leadership skills, and motivation.<br><br>In order to support English Learners' gains in literacy and language skills, provide opportunity for students to continue interacting with curriculum that focuses on skills required for success in college and career, especially to prevent summer learning loss. Funding is to support a teacher to instruct a summer course. |

# Goals, Strategies, & Proposed Expenditures

# Goal 3

## Subject

Plan to Support Parent Involvement

## Goal Statement

By June 2019 increase parent sign ups on School Loop by 10% from 500 to 550 families. Increase parent participation at school-wide events so that 100 parents attend at least one key event.

## LCAP Goal

Implement a stakeholder communication plan to support parental involvement. Implement new events to meet parents needs so that they will become involved in the school. Ensure translation services exist at all major Cunha events.

## Basis for this Goal

Cunha's website averages 30,000 hits a month. Approximately 500 (63%) of our Cunha families utilize SchoolLoop, an additional 700 (88%, although duplicated count) families subscribe to Cunha's electronic newsletter, and a substantial number subscribe to Cunha's social media posts. Additionally, when robo phone calls are used, response rate averages 75-90%. Attendance at Back to School Night, Orientation, Open House, PTO/Athletic Booster Meetings, ELAC Meetings, school events, etc. are monitored. Additionally, some of Cunha's events are very well attended--Back to School Night. But we have noticed that there is a gap in providing services to families and we have been asked by several stakeholder groups to increase outreach and participation to several key parent groups so that they can access the school and help their child succeed. Having events that are both interesting and have Spanish translation has been identified as two key items that Cunha needs in order to reach more parents and increase parental involvement.

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| Parents Registered on School Loop | 550 | 600 |
| Parents wh attended a 7th or 8th grade orientation | o | 50 |
| Parents of at-risk students attending conferences | 9 | 18 |

## Planned Strategies/Activities

## Strategy/Activity 1

Parent Education meetings--Soul Shoppe For Parents, ELAC, Outreach Events, and other events.

### Students to be Served by this Strategy/Activity

All Students with an emphasis on English Language Learners

### Timeline

August 2018-June 2019

### Person(s) Responsible

Administrators, counselors, Community Liaison, parents

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 3000 |
| **Source** | Title I |
| **Budget Reference** | 5000-5999: Services And Other Operating Expenditures |
| **Description** | Establish quarterly meetings at Cunha whereby ELAC and other ELD parent groups are invited to campus for a special event that features a topic that is important to the success of the home-student link. This will be facilitated through Cunha's ELAC.<br><br>At these meetings we will sign parents up for SchoolLoop and showcase how to utilize the site for better parent/teacher communication.<br><br>Establish a series of parent meetings that concentrate on issues that are important to parents such as cyber bullying, bulling, drug awareness, teenagers and brain research on what motivates their behaviors.<br><br>Host a professional parent night that will be contracted by a group with specific expertise in helping parents of 11-15 years old connect better, and increase parent/child communications. An event will be held in Spanish and other in English.<br><br>Provide food for these meetings |

## Strategy/Activity 2

Additional Translation Services at Major Parent Meetings

### Students to be Served by this Strategy/Activity

English Language Learners

### Timeline

August 2018-June 2019

### Person(s) Responsible

Administrators, counselors, Community Liaison,

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 3000 |
| **Source** | Title III |
| **Budget Reference** | 5800: Professional/Consulting Services And Operating Expenditures |
| **Description** | Provide additional translation services at meetings and when special documents are being created. |

## Strategy/Activity 3

Provide additional communication to support the engagement of English Learner Families

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

Ongoing

### Person(s) Responsible

Administrators, counselors, Community Liaison,

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 4

AVID EXCEL KICKOFF EVENT

### Students to be Served by this Strategy/Activity

ELD

### Timeline

July 2019

### Person(s) Responsible

AVID EXCEL Coordinator

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 500 |
| **Source** | Title III |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Advertise the event on SchoolLoop and have a host of computers available during the kickoff event to sign people up for SchoolLoop. This event will be held in conjunction to the Summer AVID Jumpstart Class.<br><br>A key component to student success is building academic literacy using a support system outside of school. The AVID Excel Family Connections component is designed to do three key things: help families feel comfortable on the middle school campus, foster their increased participation, and expose them to what college readiness and academic language building means for them and their student. Students spend less than 20% of their total time in school. The Family Connections component of AVID Excel partners with families in order to capitalize on the time that students spend at home. Family Connections provide strategies to help families understand what they can do during the 80% of time that their students are not in school in order to cultivate college readiness and academic language. |

# Goals, Strategies, & Proposed Expenditures

# Goal 4

## Subject

Positive School Climate: Safe and Supported Schools

## Goal Statement

Increase student feelings regarding school belonging and perceptions of school safety by .25% on the Panorama Survey administered in the spring of 2019.

## LCAP Goal

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

## Basis for this Goal

From the 2016 Panorama Student and Parent Survey (all data points are on a Likert scale of 1-5, 5 being highest).

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| Panorama Survey | The baseline will increase by .25. | School belonging and perceptions of school safety will increase by .25% |

## Planned Strategies/Activities

## Strategy/Activity 1

Positive Behavioral Interventions and Supports expansion to Tier II

### Students to be Served by this Strategy/Activity

All

### Timeline

August 2018-June 2019

### Person(s) Responsible

Administrators, PBIS Team

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 1000 |
| **Source** | Title III |
| **Budget Reference** | 5000-5999: Services And Other Operating Expenditures |

| | |
|---|---|
| **Description** | Continue the work of the 2015-16 PBIS Team, and expand into Tier II operation. |

## Strategy/Activity 2

Maintain and/or Expand Student Recognition Programs

### Students to be Served by this Strategy/Activity

All

### Timeline

August 2018-2019

### Person(s) Responsible

Administrators, PBIS Team, Leadership Team, Counselors, Teachers

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 1000 |
| **Source** | Title III |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Current Recognition Programs include: Cub Compliments, Student of the Week, Outstanding Cub Award, Honor Roll, Principal's Honor Roll, Merit Award, Student of the Month, Birthday announcements, Recognition Assemblies, Student Work Displayed. |
| **Amount** | 9000 |
| **Source** | Title I |
| **Budget Reference** | 5800: Professional/Consulting Services And Operating Expenditures |
| **Description** | Implmenent Soul Shoppe school-wide |

# 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, we will reclassify 25 students.

By June 2018, students in ELD classes will raise their reading levels by a minimum of 1 grade level as measured by last administered i-Ready benchmark exam.

By June 2018, ELD students in levels 3-5 will have raised their reading scores by a minimum of one and a half full years as measured by iReady.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| ELD Redesignation Rates | Redesignate 25 ELD students. | The goal was exceeded with the total number of 53 students reclassified. |

## Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Support expansion of ELD department to lower class size and provide leveled and grade-alike courses. Students will be afforded opportunities to receive more individualized education that will allow them to better access their education. Students will have more opportunities to speak with the teacher and interact daily them. | Whenever possible, some reduction of class size and leveled and grade-alike courses were offered. Students were afforded whenever possible opportunities to receive more individualized education and provided them to better access their education. Students had more opportunities to speak with the teacher and interact daily with them. | Fund one section of ELD instruction to accomplish reduced class sizes, and to provide leveled and grade-alike courses. 1000-1999: Certificated Personnel Salaries Title I 15000 | Teacher Salaries 1000-1999: Certificated Personnel Salaries Title I 38,588 |
| Department-focused, Common Core State Standards-aligned, SMART goals. Implement and revise assessments in English, Mathematics, and ELD. | Department focused SMART goals were established and discussed. Implementation and revision of assessments in English, Mathematics, and ELD still in development and ongoing discussion. | To guide instruction during the school year, departments will establish SMART goals that are CCSS-aligned. These SMART goals will guide all curricular and professional development sessions for the 2017-18 school year. Provide extended time for ELA, Mathematics, and ELD | Professional Development Supplementary Supplies 4000-4999: Books And Supplies Title I 1,447.00 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | | Departments to develop and revise pre and post, as well as benchmark assessment, grading of assessments, and uploading of data. 4000-4999: Books And Supplies Title I 1500 | |
| Supplementary ELD Curriculum and Materials | iReady purchased and implemented in every ELD course. | Purchase supplementary curriculum and materials, beyond those provided by the District, to increase the literacy skills of English Learners 4000-4999: Books And Supplies Title III 450.66 | Supplementary curriculum and materials 4000-4999: Books And Supplies Title III 1266.25 |
| | | Purchase of and implemenation of i-Ready curriculum. 4000-4999: Books And Supplies Title I 6000 | iReady 4000-4999: Books And Supplies Title I 5,760.00 |
| Provide Homework tutoring after school for students identified as struggling, regardless of language fluency. | Homework club took place Monday, Tuesday, Thursday and Friday of each week for an hour. Lead by one credentialed teacher and with certificated support. | Continue tutoring opportunities after school for targeted English Learner students. 0001-0999: Unrestricted: Locally Defined Title III 2100 | Tutoring salaries 1000-1999: Certificated Personnel Salaries Title III 594 |
| | | Continue tutoring opportunities after school for targeted English Learner students 2000-2999: Classified Personnel Salaries Title I 4992 | Salaries to support tutoring 2000-2999: Classified Personnel Salaries Title I 0 |
| Curriculum support for EL Learners to acquire the language skills necessary for success in non-English classes. | iReady liscence was purchased. | Purchase licenses to help EL students learn the language requirements necessary for school--to supplement their classes 5000-5999: Services And Other Operating Expenditures Title III 1650 | License 5000-5999: Services And Other Operating Expenditures Title III 201 |

## Analysis

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

The overall strategies were implemented.

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

We will be able to measure the effectriveness of our strategies through grades, test scores and eligibility to participate in end of year activites for 8th grade ELD students.

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

Additional funds from Title I were spent on teacher salaries to support ELs.

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 focus on redesignating students during the year and continue to provide support services.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

## Goal 2

By June 2019, ELD the school will be ready to enroll all ELD students in levels 3,4 and 5 in AVID EXCEL in the fall of 2019.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| The AVID EXCEL SUmmer Class will be ready for student particpation | We will enroll 15 students in the summer AVID EXCEL program | Summer Bridge did not take place, but teachers and staff were trained during the summer and all materials were ready to begin the new school year with students enrolled in AVID Excel |

## Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| AVID Excel: Advancement via Individual Determination targets traditionally underrepresented students in higher education (socioeconomically disadvantaged, Hispanic, and students with disabilities) - these are students who are often first in their families to attend college.<br><br>AVID Excel changes the trajectory of long-term English language learners (L-TELLs) by accelerating language acquisition, developing literacy, and placing AVID Excel students on the path to high school AVID and college-preparatory coursework. | Staff investigated implementation of AVID EXCEL for 2018-2019 school year. Four teachers and one counselors attended AVID EXCEL training. | As the AVID program has grown to four sections, plus a 6th grade exploratory wheel section, approximately 38% of students are enrolled in a year long course or being exposed to AVID strategies and methodologies.<br><br>Next step, implementation of AVID Excel within all ELD 3 and above classes. Through a sequential set of middle school 7th and 8th grade courses, students are supported to build their academic language, leadership skills, and overall sense of commitment to school with a cohort of peers who share their same college readiness goals. 5000-5999: Services And Other Operating Expenditures Title I 15000 | AVID Excel contracted services 5000-5999: Services And Other Operating Expenditures Title I 16,401 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
| --- | --- | --- | --- |
| Summer Extended Learning opportunities for English Learners | Summer Extended Learning opportunities for English Learners did not take place. | A crucial portion of the AVID Excel course sequence is the AVID Excel Summer Bridge that emphasizes developing students' academic language proficiency in all domains—reading, writing, speaking, and listening—while also developing self-determination, leadership skills, and motivation.<br><br>In order to support English Learners' gains in literacy and language skills, provide opportunity for students to continue interacting with curriculum that focuses on skills required for success in college and career, especially to prevent summer learning loss. Funding is to support a teacher to instruct a summer course.<br>1000-1999: Certificated Personnel Salaries Title III 4000 | Salaries for Summer Bridge 1000-1999: Certificated Personnel Salaries Title III 0 |
| | | Curriculum and planning for teacher to develop summer extended learning course 4000-4999: Books And Supplies Title III 2300 | Curriculum and planning 4000-4999: Books And Supplies Title III 0 |
| | | A crucial portion of the AVID Excel course sequence is the AVID Excel Summer Bridge that emphasizes developing students' academic language proficiency in all domains—reading, writing, speaking, and listening—while also developing self- | Salaries for Summer Bridge 1000-1999: Certificated Personnel Salaries Title I 0 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | | determination, leadership skills, and motivation.<br><br>In order to support English Learners' gains in literacy and language skills, provide opportunity for students to continue interacting with curriculum that focuses on skills required for success in college and career, especially to prevent summer learning loss. Funding is to support a teacher to instruct a summer course.<br>1000-1999: Certificated Personnel Salaries Title I 1500 | |

## Analysis

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

AVID EXCEL professional development during the summer

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

AVID EXCEL professional development for the staff was effective and engaging. The training provided the resources and the foundation of the program to begin implementation in 2018-2019.

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

The material difference was that summer extended learning opportunities for English Learners did not take place as planned.

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.

The goal for 2018-2019 reflects the analysis of the  annual outcomes, metrics, or strategies/activities.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

## Goal 3

By June 2019 increase parent sign ups on SchoolLoop by 10% from 500 to 550 families.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Parents will sign up for School Loop | 550 parents will be able to access School Loop | This goal was not met but more parents signed up to gain access to School Loop. |

## Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Parent Education meetings | Parent Education Meetings were discussed but not implemented; however, regular School Site Council, English Learner Advisory Committee and Parent Teacher Organization and other meetings continued to take place throughout the year. | Establish quarterly meetings at Cunha whereby ELAC and other ELD parent groups are invited to campus for a special event that features a topic that is important to the success of the home-student link. This will be facilitated through Cunha's ELAC.<br><br>At these meetings we will sign parents up for School Loop and showcase how to utilize the site for better parent/teacher communication.<br>4000-4999: Books And Supplies Title III 449.34 | No costs were incurred 4000-4999: Books And Supplies Title III 0 |
| Provide additional communication to support the engagement of English Learner Families | Additional communication to support the engagement of English Learner Families took place in form of needed community liaison hours. | This funding is above and beyond all school wide communication. 2000-2999: Classified Personnel Salaries Title III 500 | Additional communication 2000-2999: Classified Personnel Salaries Title III 1080.17 |
| AVID EXCEL KICKOFF EVENT | Event did not happen. | Advertise the event on SchoolLoop and have a host of computers available during the | Actual Expenses to be entered 4000-4999: Books And Supplies Title III 0 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
| --- | --- | --- | --- |
| | | kickoff event to sign people up for SchoolLoop.<br><br>A key component to student success is building academic literacy using a support system outside of school. The AVID Excel Family Connections component is designed to do three key things: help families feel comfortable on the middle school campus, foster their increased participation, and expose them to what college readiness and academic language building means for them and their student. Students spend less than 20% of their total time in school. The Family Connections component of AVID Excel partners with families in order to capitalize on the time that students spend at home. Family Connections provide strategies to help families understand what they can do during the 80% of time that their students are not in school in order to cultivate college readiness and academic language.<br>4000-4999: Books And Supplies Title III 250 | |

## Analysis

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

Additional communication to support the engagement of English Learner Families took place in form of needed community liaison hours.

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

Parents' annecdotal accounts reflect appreciation of the additional hours and service provided by the community liaison.

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

Expenditures for AVID Excel kickoff and additional parent education meetings did not take place.

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.

Changes are reflected on the 2018-2019 school year new goals.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

## Goal 4

Increase student feelings regarding school belonging and perceptions of school safety by .25 on the Panorama Survey administered in the spring of 2019.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Suspension data | Student suspensions will decrease | Actual data still pending review. |
| Detention data | Students assigned to detention will decrease during the school year | Actual data still pending review. |

## Strategies/Activities for Goal 4

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Positive Behavior Interventions & Supports expansion to Tier II | Signage for PBIS expected behaviors posted around campus. A staff development day was dedicated to PBIS interventions. | Continue the work of the 2015-16 PBIS Team, and expand into Tier II operation. 5000-5999: Services And Other Operating Expenditures Title III 1000 | The expansion was limited and did not require any funds. 5000-5999: Services And Other Operating Expenditures Title III 0 |
| Maintain and/or Expand Student Recognition Programs | The following recognition programs were maintained: Cub Compliments, Student of the Week, Outstanding Cub Award Luncheon, Honor Roll, Principal's Honor Roll, Student of the Month, Birthday announcements, Student Work Displayed. | Current Recognition Programs include: Cub Compliments, Student of the Week, Outstanding Cub Award, Honor Roll, Principal's Honor Roll, Merit Award, Student of the Month, Birthday announcements, Recognition Assemblies, Student Work Displayed. 4000-4999: Books And Supplies Title III 1000 | Actual Expenses to be entered 4000-4999: Books And Supplies Title III 1267.00 |

## Analysis

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

Positive Behavior Interventions and Supports expansion to Tier II and maintenance of Student Recognition Programs took place.

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

PBIS and student recongition programs supported student achievement and overall well-being.

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

The only difference was in the maintenance rather than the expansion of student recognition programs and in the PBIS expansion expenditures which did not take place.

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.

Changes will be made depending on the school's ability to incorporate Phase II of the PBIS program due to administrative changes at Cunha.

# 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 | 40855.40 | 0.00 |
| Title III | 15248.00 | 0.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| Title I | 40,855.40 |
| Title III | 15,248.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 16,898.00 |
| 2000-2999: Classified Personnel Salaries | 992.00 |
| 4000-4999: Books And Supplies | 16,713.40 |
| 5000-5999: Services And Other Operating Expenditures | 4,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 17,500.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | Title I | 9,000.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 992.00 |
| 4000-4999: Books And Supplies | Title I | 13,363.40 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 3,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I | 14,500.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 7,898.00 |
| 4000-4999: Books And Supplies | Title III | 3,350.00 |
| 5000-5999: Services And Other Operating Expenditures | Title III | 1,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title III | 3,000.00 |

# 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

5 Parent or Community Members

0 Secondary Students

| Name of Members | Role |
|---|---|
| Seth D. Feldman | Principal |
| Ramon Macias | Classroom Teacher |
| Rosibel Lynes | Classroom Teacher |
| Ruth Anne Wolk | Classroom Teacher |
| Norma Mirmontes | Parent or Community Member |
| Rosalva Segura | Parent or Community Member |
| Teri Eckert | Parent or Community Member |
| Janice Lee | Other School Staff |
| Ashwini Guilen | Parent or Community Member |
| Gabrielle Petersen | Parent or Community Member |

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 |
|---|---|
| | English Learner Advisory Committee |

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 December 4, 2018.

Attested:

Principal, Seth D. Feldman on November 8, 2018

SSC Chairperson, Ramon Macias on November 8, 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:** February 13, 2019

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

**BOARD AGENDA NUMBER:** 15.b

**BOARD AGENDA ITEM:** Approve Change to the Adopted Governing Board Meeting Calendar for 2019

**DEPARTMENT:** Governing Board

**CONTACT PERSON:** Jane Yuster, Superintendent

**BACKGROUND INFORMATION:**

Bylaw No. 9100 indicates that at the organizational meeting the Governing Board shall develop a calendar, and schedule of regular meetings for the year 2019. Due to the legal requirements for the Trustee Election Districts, the Governing Board Meeting in April must be changed to an earlier date. This date must be before April 9, 2019.

**REPORT/PROPOSAL:**

The original approved Board Meeting date is April 11, 2019. The proposal is for Board Meeting date to be April 8, 2019.

**FINANCIAL IMPACT:**

There is no financial impact to the General Fund.

**RECOMMENDATION:**

Approve change to the adopted Governing Board meeting calendar for 2019.