Regular Governing Board Agenda

CABRILLO UNIFIED SCHOOL DISTRICT

Wednesday, May 27, 2020

Closed Session 5:30 PM | Via Zoom: https://cabrillok12.zoom.us/j/92027862292

(For public comments on Closed Session items only)

Public Session 7:00 PM | Via Zoom: https://cabrillok12.zoom.us/j/93296156210

In response to the COVID-19 pandemic, Governor Newsom issued Executive Order N-29-20, which temporarily suspended provisions of the Brown Act relating to public meetings. As such, Cabrillo Unified School District will be conducting its Governing Board meeting at the regular time, in a different modality. The District will be leveraging a Webinar format (using Zoom) in order for the Governing Board members to participate remotely, and to allow for orderly public comment. There will not be a physical location for this meeting.

The Governing Board will meet for Closed Session to discuss labor negotiations, student discipline, personnel matters, litigation, anc other matters as provided under California state law as set forth on the agenda below. Following Closed Session, the Board reconvenes to Public Session. Adjournment of the Public Session will be no later than 10:00 PM for all regular and special meetings unless extended by a majority vote of the Board. Writings relating to a board meeting agenda items that are distributed to at least a majority of the Board members less than 72 hours before the noticed meeting, and that are public records not otherwise exempt from disclosure, will be available for inspection at the District administrative offices, 498 Kelly Avenue, Half Moon Bay, CA. Such writings may also be available on the District's website. (Government Code 54957.5b).

Individuals who require special accommodations (Spanish interpreter, accessible seating, documentation in an accessible format, etc.) should contact the Administrative Assistant to the Superintendent at acostar@cabrillo.k12.ca.us no later than 48 hours preceding the meeting.

IF YOU WISH TO ADDRESS THE GOVERNING BOARD

Public comments may be submitted through the following link: **bit.ly/cusdGBpc** beginning on Friday, May 22, 2020. The comments will be read by the Board President or a designee during the meeting. Public comments are limited to three (3) minutes per person per topic.

Closed Session Items: may be addressed under Public Comment on Closed Session Topics.

Nonagenda and Consent Items: may be addressed under Public Comments.

Agenda Items: may be addressed after the conclusion of the staff presentation on the item.

Instructions to join the Board Meeting are as follows:

Please click the link below to join the webinar: https://cabrillok12.zoom.us/j/93296156210

Webinar ID: 932 9615 6210

Or iPhone one-tap: US: +16699006833,,93296156210# or +12532158782,,93296156210#

Or Telephone: Dial (for higher quality, dial a number based on your current location): US: +1 669 900 6833 or +1 253 215 8782 or +1 346 248 7799 or +1 312 626 6799 or +1 929 205 6099 or +1 301 715 8592

International numbers available: https://cabrillok12.zoom.us/u/abbUnbCR7w

Open Board meetings may be recorded and broadcast.

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1. CALL TO ORDER

2. ROLL CALL

___ Ms. Kimberly Hines, President
___ Ms. Lizet Cortes, Vice President
___ Ms. Mary Beth Alexander, Clerk to the Governing Board
___ Ms. Freya McCamant, Member
___ Ms. Sophia Layne, Member

3. PUBLIC COMMENTS ON CLOSED SESSION ITEMS

4. RECESS TO CLOSED SESSION

a. Matters Related to Students (Education Code §35146, §48912, §49070)

The Board may hear expulsion cases and consider the requests from students for re-admittance following expulsion. Also, the Board may hear matters related to student suspensions/other disciplinary actions, student grade change appeals, and confidential student matters 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—Anticipated Litigation (Government code §54956.9 (d)(2) or (3))

d. Conference Regarding Labor Negotiators (Government Code §54957.6)

i. Cabrillo Unified Teachers' Association

ii. California School Employees' Association, Chapter 485

e. Public Employee Performance Evaluation (Government Code §54957)

5. RECONVENE TO PUBLIC SESSION

Report action from Closed Session: if applicable.

6. PLEDGE OF ALLEGIANCE

7. APPROVAL OF AGENDA

8. SPECIAL RECOGNITIONS

a. Recognition of Salutatorian & Valedictorian

The Governing Board recognizes the following Half Moon Bay High School Students for their outstanding academic achievements:

Half Moon Bay High School 2020 Salutatorian – Calvin George

The class Salutatorian is recognized as the student earning the second highest marks in a graduating class, only behind the Valedictorian. The person earning this esteemed title will give the first speech at graduation representing the entire senior class. The amount of effort, dedication, intelligence, and pure grit to earn the honor of Salutatorian is remarkable.

Calvin has a GPA well over a 4.0 and has never earned less than an A in any class at the High School! He is a 4 year member of our outstanding marching band and has played trumpet for two years in our Jazz ensemble. He was a powerful influence and prosecutor for our Mock Trial team, and he will be attending Dartmouth University in the Fall.

Half Moon Bay High School 2020 Co-Valedictorians – Eve Kearns and Lucas Salinero

The Valedictorian is the student who not only represents the entire graduating class as the top academic student but is also a person who is respected by his or her peers in many ways. Earning Valedictorian is not only an extremely high honor; it comes with the opportunity to deliver the senior farewell or valedictory speech at graduation. This year we had two students tied for this honor, so we will have co-valedictorians. Our co-valedictorians have earned an A in every class they have taken at Half Moon Bay High School and have taken almost every Advanced Placement and Advanced course we offer. They are both very kind, thoughtful, and caring people who will help our nation thrive in the future.

Eve is passionate about swimming, and she swims on both the Burlingame Aquatic Club team and Half Moon Bay High School school team. She has qualified for Sectionals, Far Westerns, CCS, and other high level swim meets, and she has won the coach's award for swim as well. She was in the Spanish Immersion program since 2010 and has won numerous Department Awards. Eve will be attending Washington University in St. Louis in the fall, where she will study Biology.

Luke was a dynamic member of the Jazz ensemble for the past two years and is a member of the California Scholarship Federation, Paleontology Club, Aviation Club, Physics Club, and Astronomy Club. He was a member of the school musical. Additionally, he participated in video game development with Sledgehammer Games and is a member of the National Honor Society. He will study computer science next year in college.

b. Recognition of Half Moon Bay High School Graduating Class 2020

The Cabrillo Unified School District Governing Board recognizes that during the shelter in place order many important and essential celebrations to honor and recognize the accomplishments of our graduating class at Half Moon Bay High School have been canceled in order to protect the health and safety of our community.

Our District is rich in tradition and students and our community look forward each year to celebrate the accomplishments of our graduates. This year, our graduates will continue to be recognized and honored. The HMBHS staff is committed to holding scholarship night and providing department awards, including recognition for academic and athletic achievement. They will do so all virtually, creating videos and posting memories online.

The most special tradition, the generational cord ceremony, which honors parents, grandparents, and students who all have walked the halls of Half Moon Bay High School, will also be adapted. Cords will be delivered to families in advance, and they will be asked to photograph themselves. The photos will be compiled to create a slideshow and video to be posted online.

The Cabrillo Unified School District Governing Board honors the accomplishments of the HMBHS Graduating Class of 2020. Graduates: 256

HMBHS Graduating Class 2020 List

c. Recognition of Pilarcitos High School Graduating Class 2020

The Cabrillo Unified School District Governing Board recognizes that during the shelter in place order many important and essential celebrations to honor and recognize the accomplishments of our graduating class at Pilarcitos High School have been canceled in order to protect the health and safety of our community.

Students who attend Pilarcitos High School are supported by a staff and community that welcomes them with open arms. A Pilarcitos graduation is highly specialized to honor and recognize each one of its graduates individually, celebrating their achievements and growth together. This year is no different, and PHS staff have created a personalized celebration for each graduate. The PHS class of 2020 will receive a decorated gift bag with their cap and gown, diploma, messages from teachers and staff, a personalized bottle of sparkling apple cider, a brand new laptop, and a Pilarcitos pen. On graduation day, videos will be posted to the Pilarcitos YouTube channel that will showcase each graduate's unique experience at Pilarcitos.

The Cabrillo Unified School District Governing Board honors the accomplishments of the Pilarcitos High School Graduating Class of 2020. Graduates: 7

Pilarcitos High School Graduating Class 2020 List

9. COMMUNICATIONS

a. Public Comments

Public comments may be submitted through the following link: bit.ly/cusdGBpc beginning on Friday, May 22, 2020. Public comments are limited to three (3) minutes per person per topic. Comments will be read by the Board President or a designee during the meeting.

If you are addressing the Board on a nonagenda item, please be aware that the provisions of the Brown Act prohibit the Board from acting or discussing such matters at this meeting.

b. Employee Organizations Report

i. CUTA Representatives

ii. CSEA Representatives

c. Board Members Report

d. Student Board Member Report

e. Superintendent Report

10. INFORMATIONAL REPORTS

a. El Granada and Farallone View Elementary Schools Facilities Master Plan Presentation

10.a Board Memo Facilities Master Plan El Granada and Elementary Schools.pdf (p. 8)

10.a.1 Facilities Master Plan Presentation.pdf (p. 9)

10.a.2 Facilities Master Plan Update.pdf (p. 34)

b. Visual and Performing Arts Presentation

10.b Board Memo Visual and Performing Arts Presentation.pdf (p. 158)

10.b.1 Visual Arts and Performing Arts Presentation.pdf (p. 159)

c. Financial Overview Update Presentation

10.c Board Memo Financial Overview Update.pdf (p. 175)

10.c.1 Financial Update Presentation 200527.pdf (p. 176)

11. DISCUSSION ITEMS / PUBLIC HEARING

a. Public Hearing on Cabrillo Unified School District Entering an Energy Service Contract

11.a Notice of Public Hearing Syserco Energy Services Contract.pdf (p. 184)

12. CONSENT ITEMS

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. Approval of Single Plan for Student Achievement (SPSA) 2020-21

12.a Board Memo Single Plan for Student Achievement.pdf (p. 185)

12.a.1 Hatch_Elementary_School_SPSA_2020.pdf (p. 186)

12.a.2 El_Granada_Elementary_School_SPSA_2020.pdf (p. 248)

12.a.3 Farallone_View_Elementary_School_SPSA_2020.pdf (p. 311)

12.a.4 Kings_Mountain_Elementary_SPSA_2020.pdf (p. 374)

12.a.5 Cunha_Intermediate_School_SPSA_2020.pdf (p. 433)

12.a.6 Half_Moon_Bay_High_School_SPSA_2020.pdf (p. 497)

12.a.7 Pilarcitos_High_School_SPSA_2020.pdf (p. 560)

b. Approval of Certificated Personnel Report

12.b Board Memo Certificated Personnel Report.pdf (p. 618)

c. Acceptance of Donations to Cabrillo Unified School District

12.c Board Memo Donations.pdf (p. 619)

12.c.1 Summary Site Donations.pdf (p. 620)

d. Acceptance of Addendum to Better 4 You Meals Agreement for the SY 2020-21

12.d Board Memo Addendum to Better 4 You Meals Agreement.pdf (p. 621)

12.d.1 Addendum To Better 4 You Meals Services Agreement 2020-21.pdf (p. 622)

12.d.2 Better 4 You Meals Services Agreement 2019-20.pdf (p. 624)

e. Approval of BGCC Cunha Sports Agreement Addendum

12.e Board Memo BGCC Cunha Sports Agreement Amendment.pdf (p. 638)

12.e.1 BGCC-CUSD Cunha Sports Agreement 2020 Revised.pdf (p. 639)

f. Adoption of Board Policy 5157 Gender Identity and Access

12.f BP 5157 Gender Identity and Access Adoption 200527.pdf (p. 643)

12.f.1 BP 5157 Gender Identity and Access 200527.pdf (p. 645)

13. ACTION ITEMS

a. Adoption of Proclamation Recognizing June as LGBT Pride Month

13.a Board Memo Proclamation LGBT Pride Month.pdf (p. 650)

13.a.1 Proclamation LGBT Pride Month.pdf (p. 651)

b. Approval of New District School Nurse/Health Services Coordinator Job Description

13.b Board Memo District Nurse-Health Services Coordinator Job Description.pdf (p. 653)

13.b.1 District Nurse-Health Services Coordinator Job Description.pdf (p. 654)

c. Approval of Change to Health Technician Job Descriptions

13.c Board Memo Health Technician Job Position Changes.pdf (p. 657)

13.c.1 Health Technician Job Description.pdf (p. 658)

13.c.2 Health Technician I Job Description.pdf (p. 662)

13.c.3 Health Technician II Job Description.pdf (p. 665)

d. Approval of Literacy Teacher on Special Assignment (TOSA) Position

13.d Board Memo Literacy TOSA Position.pdf (p. 669)

13.d.1 Literacy TOSA Position.pdf (p. 670)

e. Approval of California Governor's Office of Emergency Services (Cal OES) Form 130 Designation of Applicant's Agent Resolution for Non-State Agencies

13.e Board Memo Resolution Cal OES 130.pdf (p. 673)

13.e.1 Resolution No 18-20 Cal OES 130.pdf (p. 674)

f. Approval of Purchase of Eight Modular Classrooms from Class Leasing

13.f Board Memo Purchase of Modular Classrooms from Class Leasing.pdf (p. 675)

13.f.1 Modular Classrooms Purchase Proposal.pdf (p. 676)

g. Approval of Energy Services Agreement with Syserco

13.g Board Memo Syserco Energy Services Contract.pdf (p. 677)

13.g.1 Syserco Energy Services Proposal.pdf (p. 679)

13.g.2 Resolution No 19-20 Syserco Energy Services Contract Proposal.pdf (p. 697)

13.g.3 Syserco Energy Services Master Agreement.pdf (p. 701)

h. Adoption of Board Policy 3100.1 Financial Reserves

13.h Board Memo Board Policy 3100.1 Financial Reserve.pdf (p. 736)

13.h.1 BP 3100.1 Financial Reserves 200527.pdf (p. 737)

14. FUTURE BOARD AGENDA ITEMS

a. Approval of Professional Development Plan

b. Approval of COVID-19 Operation Plan

c. Adoption of District Budget

d. Approval of Cabrillo Unified School District Governing Board Policy Updates as Recommended by the California School Boards Association

15. FUTURE EVENTS

a. June 18 - Regular Governing Board Meeting, Teleconference Via Zoom, 7:00 PM

b. June 4 - Last Day of School

16. RETURN TO CLOSED SESSION (IF NECESSARY)

17. ADJOURNMENT OF THE MEETING

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

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

MEMORANDUM

MEETING DATE: May 27, 2020
TO: Members of the Governing Board
FROM: Jesus Contreras, Chief Business Officer
Crawford School Business Consulting
CATEGORY: Information
RECOMMENDATION: Receive Facilities Master Plan for El Granada and Farallone View Elementary Schools

BACKGROUND INFORMATION

On January 16, 2020, the Governing Board approved Phase II of the Facilities Master Plan. The Facilities Master Plan for the new bond program, Measure M Implementation Plan, is being developed by Quattrocchi Kwok Architects (QKA) Architects. The plan was divided into two phases, the first to study the elementary schools and the second to develop the full plan.

REPORT/PROPOSAL

Quattrocchi Kwok Architects have performed their study at El Granada Elementary and Farallone View Elementary Schools and have developed a Facilities Master Plan for these schools. Tonight's presentation will present that overarching vision based on school community input, and next steps will include going back to those school communities to develop priorities for work that can be achieved with current bond funding.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

Cabrillo Master Plan

Board Meeting

Cabrillo Unified School District



27 May 2020

QUATTROCCHI KWOK ARCHITECTS

QUATTROCCHI KWOK ARCHITECTS

Agenda + Goals

- Introduction
- Master Planning Process
- Facilities Assessment
- Preliminary Master Plan Recommendations
- Probable Costs
- Next Steps











Facility Master Plan Process & Goals

- Guide future facility growth and alterations
- Update Master Plan from 2013
- Identify facility needs to support Educational Program
- Determine needed facility infrastructure and safety upgrades
- Establish timeline and path to implementation

QUATTROCCHI KWOK ARCHITECTS

Understanding of Work to Date

Review of Available Information, Including:

- 2013 District Master Plan
- Review of Other Drawings & Reports
  - Demographics
- Facilities Assessment
- Meetings with Site Staff
- Meetings with District Personnel
  - Information Technology
  - Maintenance
- Community Meetings



QUATTROCCHI KWOK ARCHITECTS







Facility Assessment

Farallone View

- Security & Fencing
- Approach & Wayfinding
- Accessibility
- Building Age & Weather Damage
- Storage Concerns
- Office Space
- Finish Upgrades
- Intercom & Telephone
- Plumbing Leaks

QUATTROCCHI KWOK ARCHITECTS







Facility Assessment

El Granada

- Security & Fencing
- Approach & Wayfinding
- Accessibility
- Building Age & Weather Damage
- Storage Concerns
- Office Space
- Finish Upgrades
- Intercom & Telephone
- Plumbing Leaks

QUATTROCCHI KWOK ARCHITECTS

Teacher/Staff Feedback

- Improved classroom environment
- Connection between classrooms
- Connection to the outdoors
- Covered outdoor space
- Incorporate maker space
- Breakout spaces
- Daylighting



QUATTROCCHI KWOK ARCHITECTS

Community Session:
Some of the things we asked

- What is the school's role in the community?
- What are the after-school and weekend uses?
  - Site
  - Buildings
- What community events are held here?
- What do you want the school to say to new visitors?

















QUATTROCCHI KWOK ARCHITECTS

Inspiration

DRAFT MASTER PLAN FARALLONE VIEW

Existing Site Plan

Farallone View



QUATTROCCHI KWOK ARCHITECTS

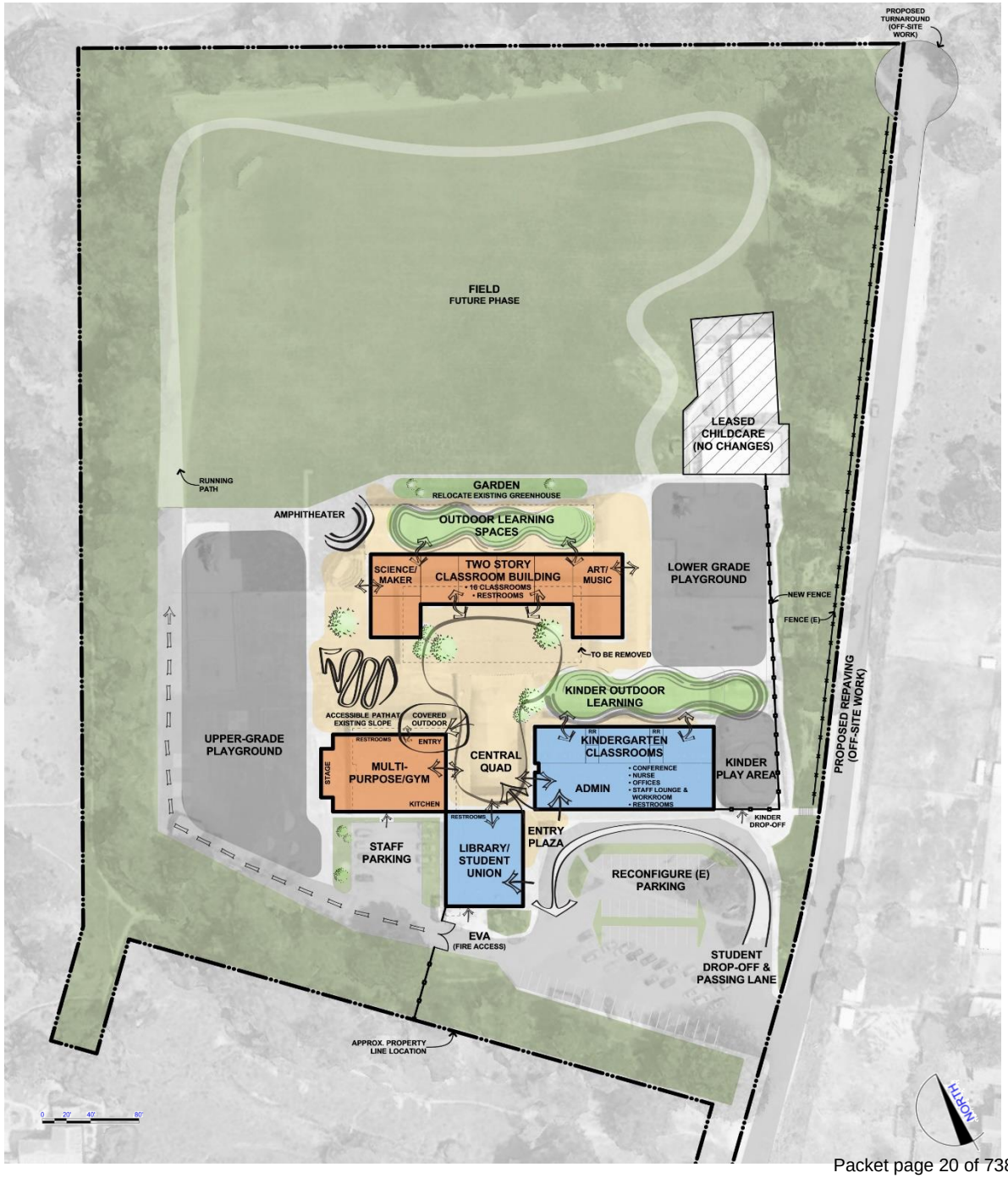
Draft Master Plan

Farallone View

Capacity after Master Plan: 310 Students

LEGEND

- NEW BUILDING
- RECONFIGURATION/ MODERNIZED BUILDING
- NEW PLAYGROUND W/ EQUIPMENT
- FUTURE GROWTH
- NEW PAVED OUTDOOR
- DEMOLISHED
- LEASED AREA
- COVERED WALKWAY
- RR RESTROOM
- (E) EXISTING
- K KINDERGARTEN



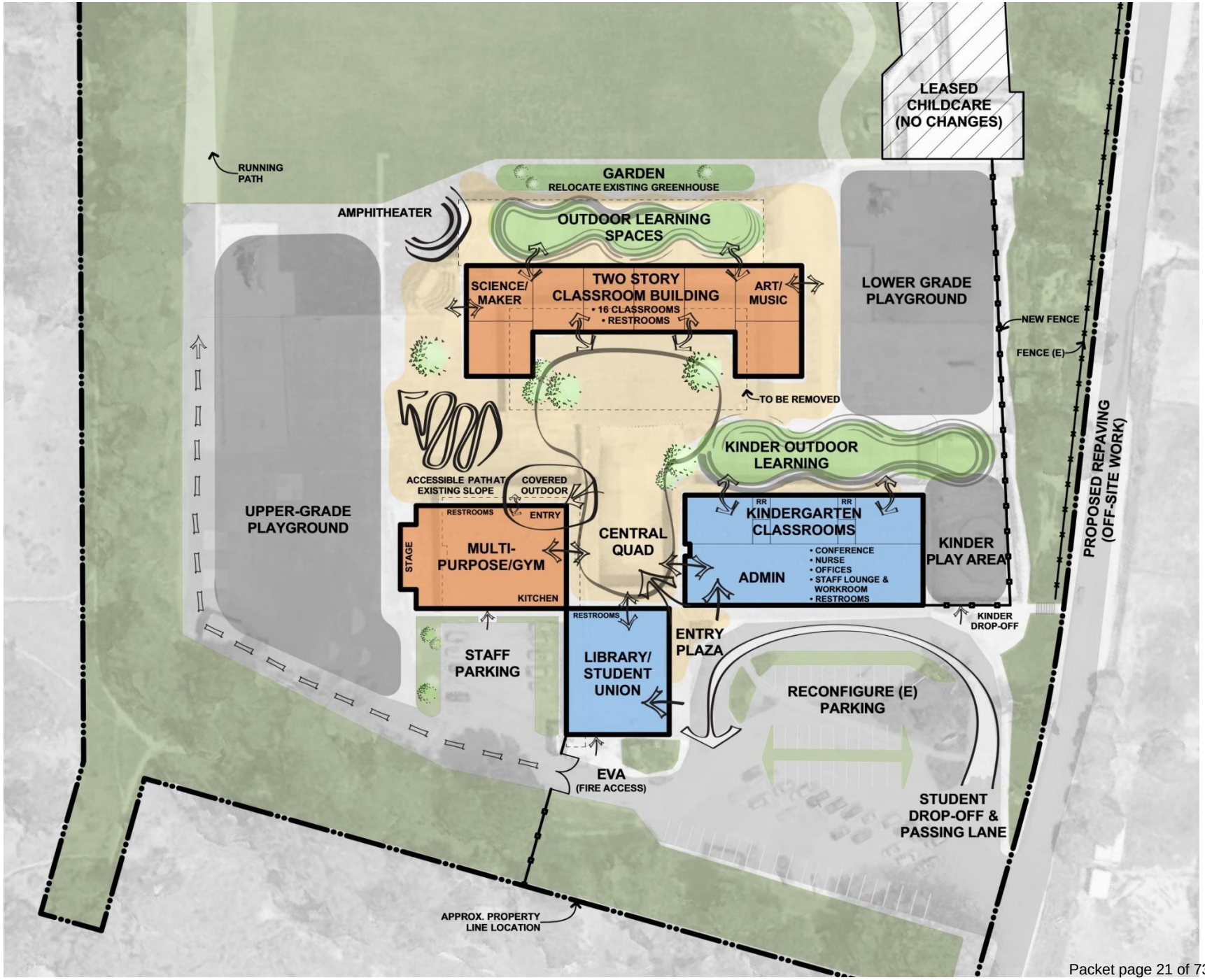
QUATTROCCHI KWOK ARCHITECTS

Draft Master Plan

Farallone View

LEGEND

- NEW BUILDING
- RECONFIGURATION/ MODERNIZED BUILDING
- NEW PLAYGROUND W/ EQUIPMENT
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- NEW PAVED OUTDOOR
- DEMOLISHED
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- K KINDERGARTEN



QUATTROCCHI KWOK ARCHITECTS

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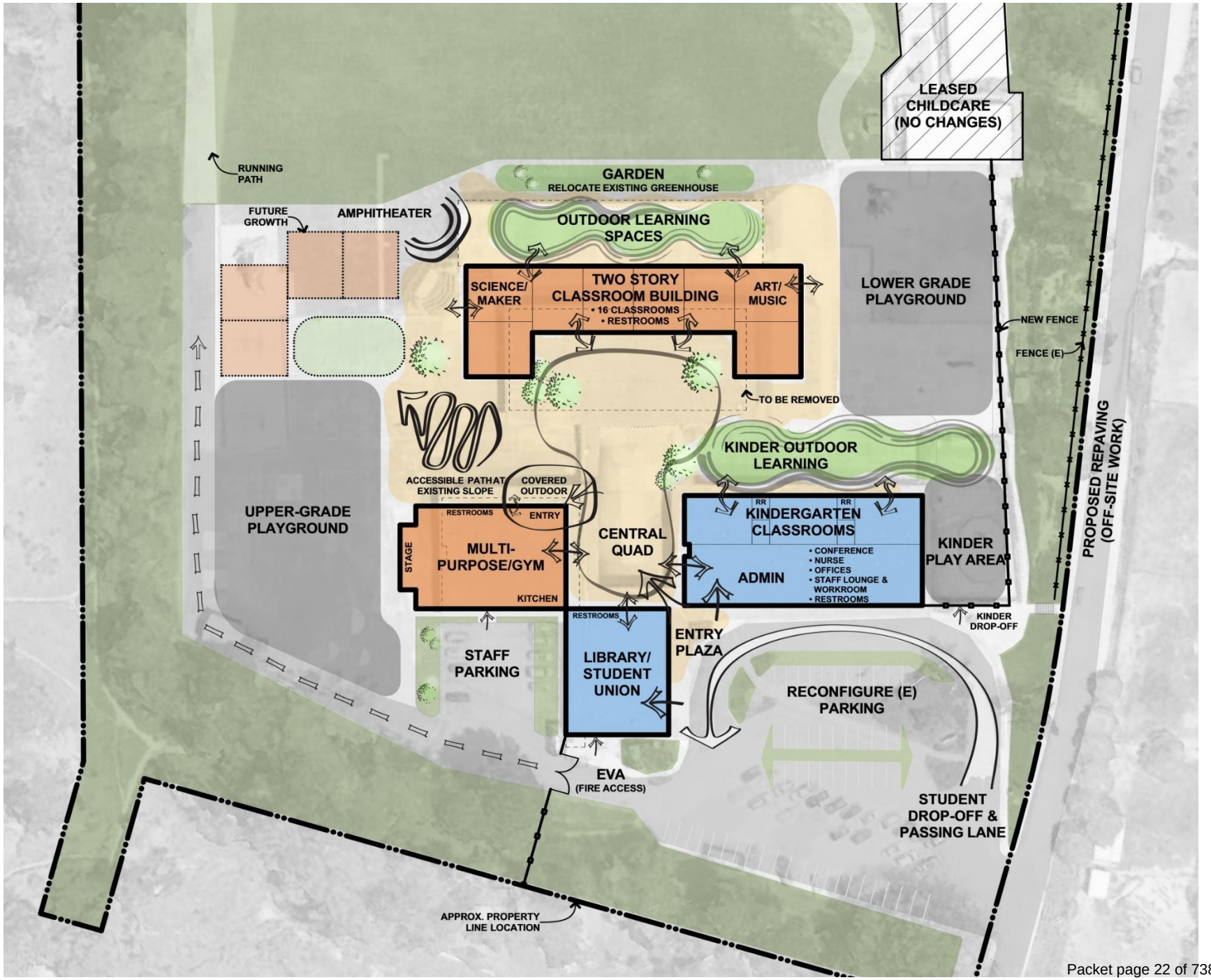
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Draft Master Plan

Farallone View

LEGEND

- NEW BUILDING
- RECONFIGURATION/ MODERNIZED BUILDING
- NEW PLAYGROUND W/ EQUIPMENT
- FUTURE GROWTH
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- (E) EXISTING
- K KINDERGARTEN



QUATTROCCHI KWOK ARCHITECTS

0 20' 40' 80'

NORTH

DRAFT MASTER PLAN EL GRANADA

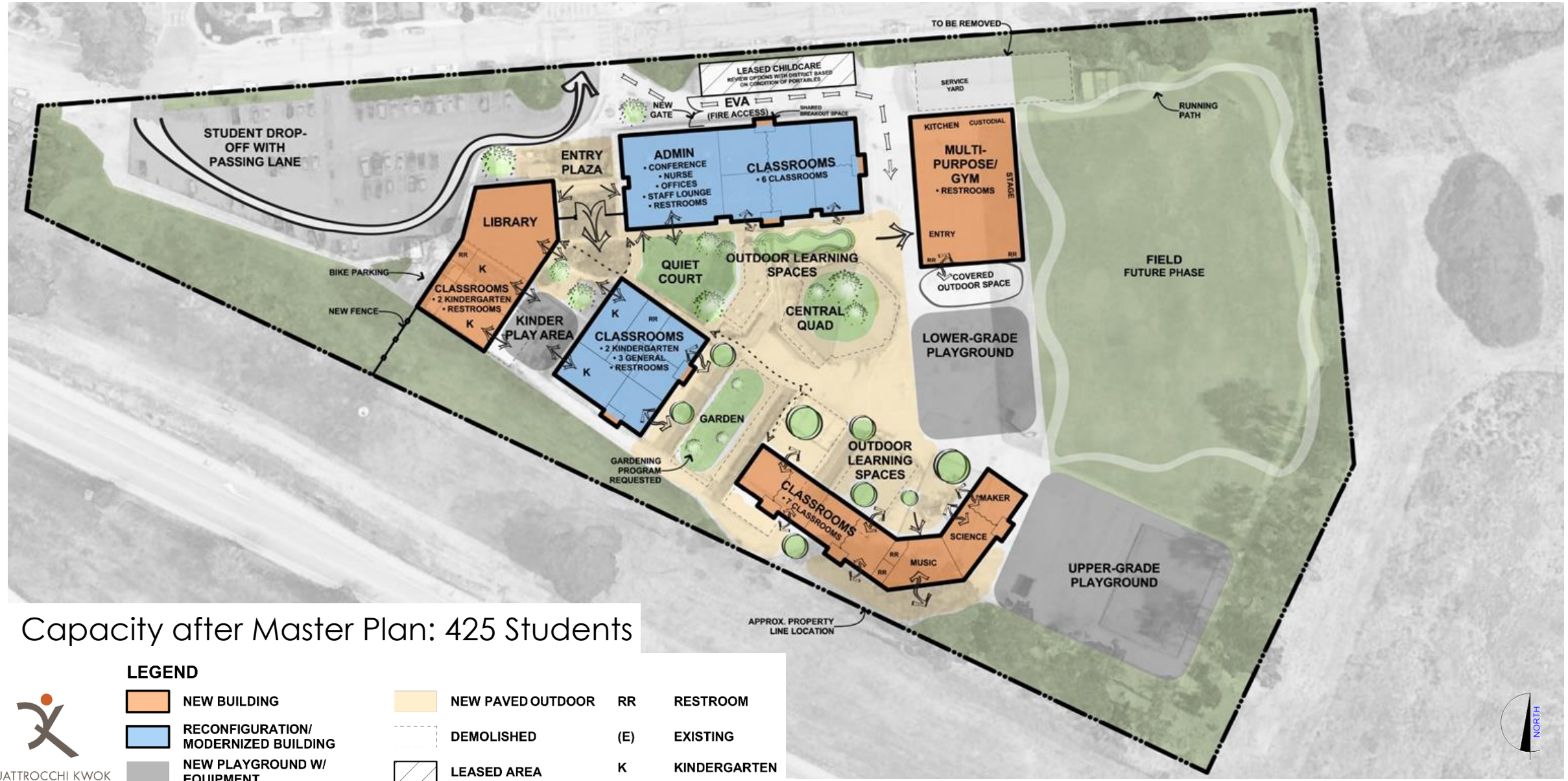
Existing Site Plan

El Granada



QUATTROCCHI KWOK ARCHITECTS

Draft Master Plan El Granada



Capacity after Master Plan: 425 Students

LEGEND

NEW BUILDING	NEW PAVED OUTDOOR	RR	RESTROOM
RECONFIGURATION/ MODERNIZED BUILDING	DEMOLISHED	(E)	EXISTING
NEW PLAYGROUND W/ EQUIPMENT	LEASED AREA	K	KINDERGARTEN
FUTURE GROWTH	COVERED WALKWAY	0 20' 40' 80'	

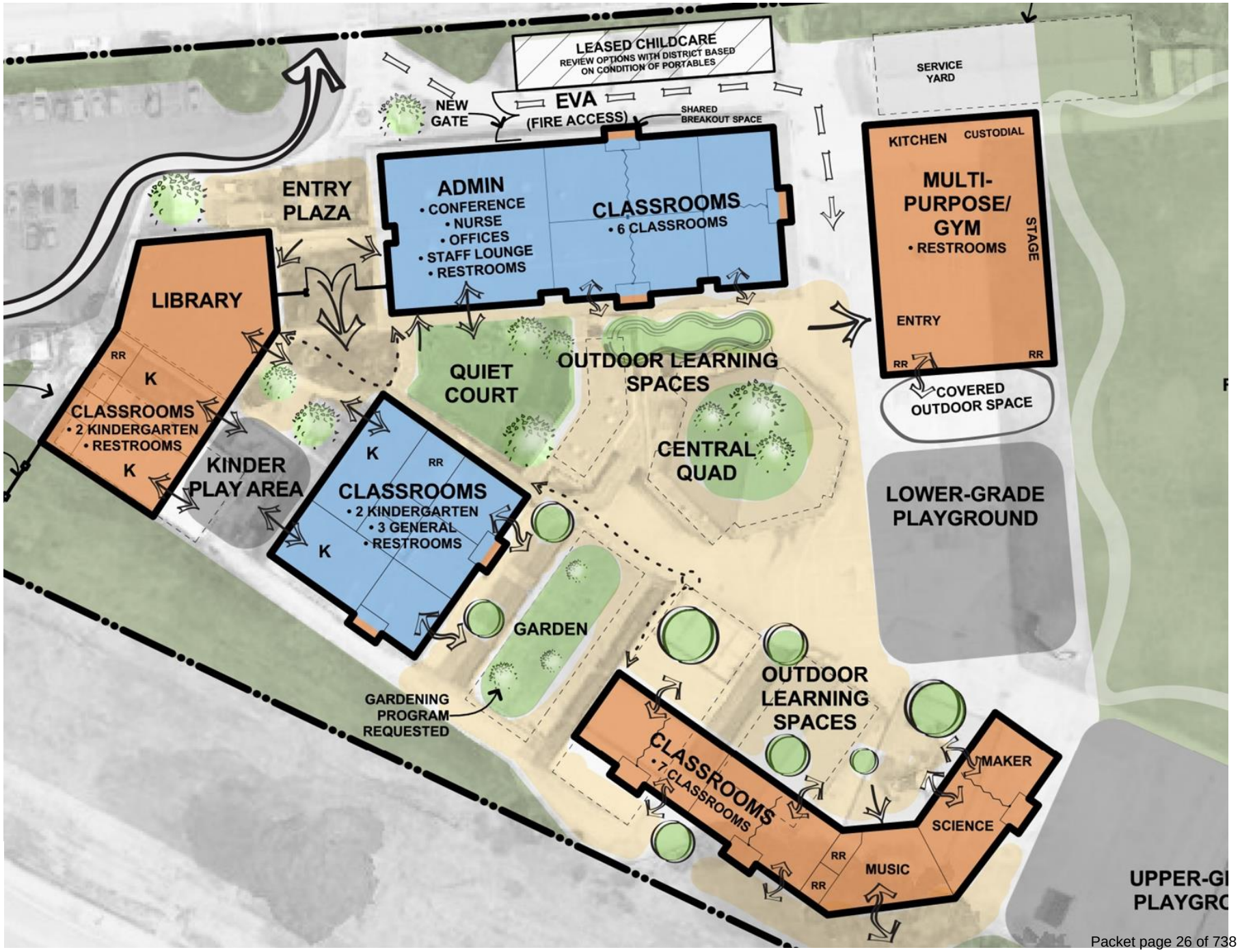
QUATTROCCHI KWOK ARCHITECTS

Draft Master Plan

El Granada

LEGEND

- NEW BUILDING
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QUATTROCCHI KWOK ARCHITECTS

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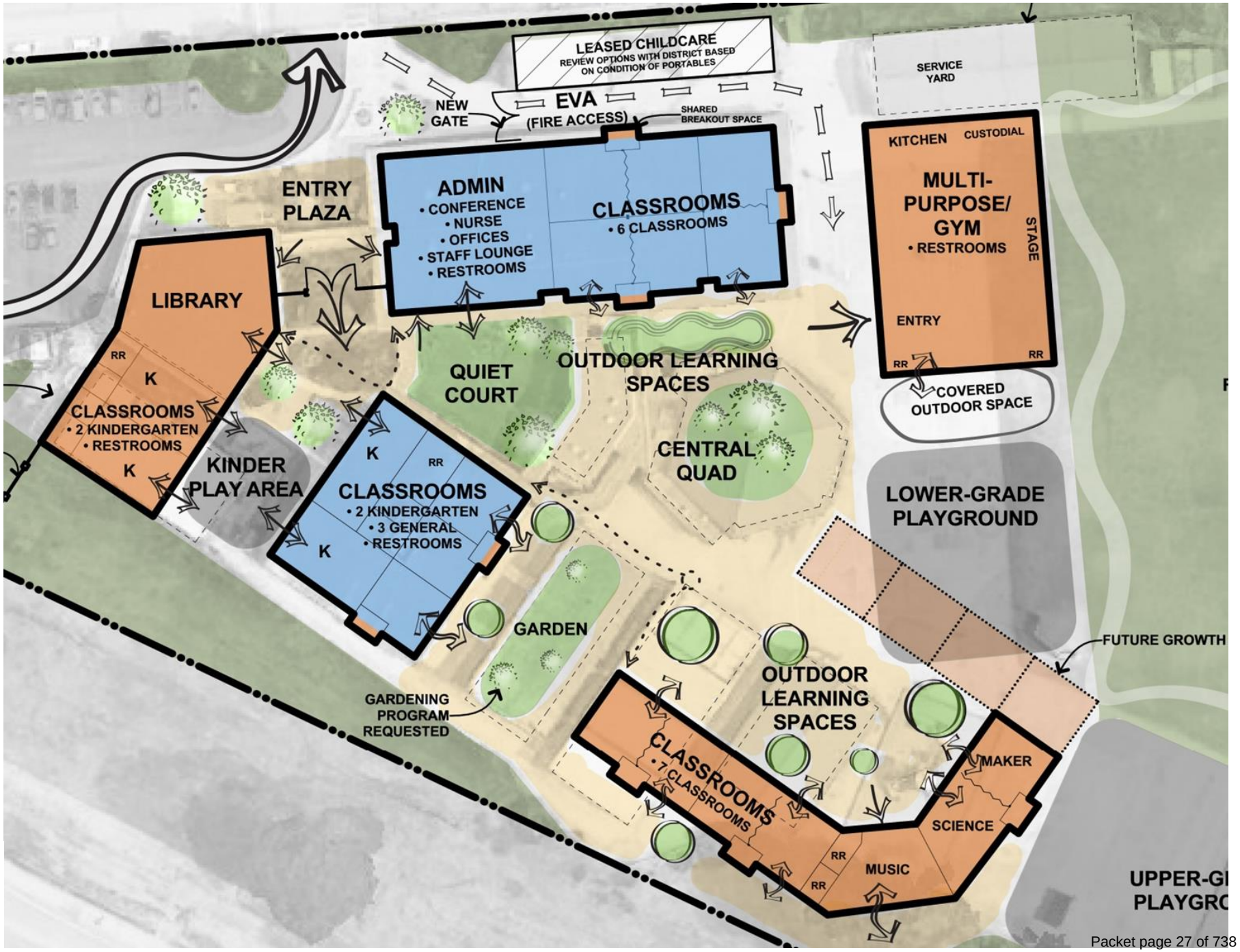
NORTH

Draft Master Plan

El Granada

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QUATTROCCHI KWOK ARCHITECTS

0 20' 40' 80'

NORTH

QUATTROCCHI KWOK ARCHITECTS

Probable Costs

Summary Costs INCLUDING:

- Construction Costs With Contractor Markups
- Change Order & Design Contingencies
- Non-Construction Costs Including DSA, Design, Testing, Inspection, etc.
- Construction Escalation – Assumed Construction Mid-Point in 2023
- Temporary Housing Rental and Setup

Excluding Furniture & Equipment, Off-site Work and Onsite Energy Generation (wind and solar)

Probable Costs – Farallone View

Below is a summary of the projected Project Cost for the alterations and additions identified in the Facilities Master Plan. Included below are all contractor costs, contingencies including design and change orders, escalation to a future year of construction, and all non-construction or Soft Costs. See Master Plan Appendix B for complete estimate detail.

DESCRIPTION	AREA (SF)	$/SF	TOTAL	
1. ADMIN/KINDER	10,000	580.66	$ 5,806,564	
2. LIBRARY/STUDENT UNION	5,300	629.31	$ 3,335,344	
3. 2 –STORY CLASSROOM BUILDING (16)	25,173	806.45	$20,300,351	Includes demo of existing
4. MULTI-PURPOSE/GYM	7,575	914.01	$ 6,923,630	Includes demo of existing
5. COVERED OUTDOOR AREA			$ 534,461	
6. SITE WORK			$ 6,206,048	
TOTAL CONSTRUCTION COSTS				**$43,106,398**
SOFT COST ALLOWANCE - 30% of construction Includes Change Orders, DSA, Design, Inspection, Testing, etc.				$12,931,919
FARALLONE VIEW GRAND TOTAL INCLUDING SOFT COSTS				**$56,038,318**

*Costs exclude new furniture and onsite energy generation such as photovoltaic panels – see Sustainability under Master Planning Goals and Process

QUATTROCCHI KWOK ARCHITECTS

Probable Costs – El Granada

Below is a summary of the projected Project Cost for the alterations and additions identified in the Facilities Master Plan. Included below are all contractor costs, contingencies including design and change orders, escalation to a future year of construction, and all non-construction or Soft Costs. See Master Plan Appendix B for complete estimate detail.

DESCRIPTION	AREA (SF)	$/SF	TOTAL	
1. ADMIN & CLASSROOMS	12,375	558.36	$ 6,909,754	Includes extensions
2. CLASSROOMS (2 KINDER/3 GENERAL)	6,650	573.34	$ 3,812,719	Includes extensions
3. LIBRARY/ KINDER CLASSROOM BUILDING	7,925	888.23	$ 7,039,188	Includes demo of existing
4. MULTI-PURPOSE/GYM	8,963	856.86	$ 7,679,583	Demo of existing included in site work
5. CLASSROOM BUILDING (7)	9,263	896.47	$ 8,303,568	
6. COVERED OUTDOOR AREA			$ 632,474	
7. SITE WORK			$ 5,429,871	
TOTAL CONSTRUCTION COSTS				**$39,807,158**
SOFT COST ALLOWANCE - 30% of construction Includes Change Orders, DSA, Design, Inspection, Testing, etc.				$11,942,147
EL GRANADA GRAND TOTAL INCLUDING SOFT COSTS				**$51,749,305**

*Costs exclude new furniture and onsite energy generation such as photovoltaic panels – see Sustainability under Master Planning Goals and Process

QUATTROCCHI KWOK ARCHITECTS

Project Costs & District Available Funds

Farallone View - Master Plan Cost		$56,038,318	
EL Granada - Master Plan Cost		$51,749,305	
Total Master Plan Probable Costs			**$107,787,623**
District Current Available Funds:			
Measure S:	$23,000,000		
Measure M:	$64,000,000		
Interest:	$1,000,000		
Total Funds		$88,000,000	
Committed Use of Funds:			
Technology, Furniture and Solar	$6,000,000		
Deferred Maint./Repairs on Other Sites (Roofing, HVAC, Paving, Carpet, Plumb. & Elect.)	$7,000,000		
Total Committed Funds		<$13,000,000>	
Funds for First Phase of El Granada & Farallone View			**$75,000,000**

QUATTROCCHI KWOK ARCHITECTS

QUATTROCCHI KWOK ARCHITECTS

Master Planning Next Steps

- Board Input & Approval of Master Plan
- Work with Schools & Board to Prioritize Projects
- Develop Implementation Plan - First Phase Project List
- In Design – Seek additional funding & reduce costs



Questions/ Thoughts?

Thank You!

QUATTROCCHI KWOK ARCHITECTS





CABRILLO UNIFIED SCHOOL DISTRICT · HALF MOON BAY CA · FOUNDED 1861

QUATTROCCHI KWOK
ARCHITECTS

MASTER PLAN UPDATE
ELEMENTARY SCHOOLS

CABRILLO UNIFIED SCHOOL DISTRICT

DRAFT *V2 MAY 21, 2020*

QKA # 1850.01

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QUATTROCCHI KWOK ARCHITECTS







ACKNOWLEDGEMENTS

Quattrocchi Kwok Architects would like to sincerely thank all the participants for their time, effort, and expertise. Cabrillo Unified School District is an integral part of the community and we deeply value the opinions and insights offered by the people whose lives are lived daily in these campuses and towns.

CABRILLO UNIFIED SCHOOL DISTRICT
Sean McPhetridge, CUSD Superintendent
James Crawford, Consultant
Jesus Contreras, CBO
Cristal Hernandez, Administrative Assistant

EL GRANADA ELEMENTARY SCHOOL
Martha Ladd, Principal
Julie Hamada, Teacher
Katie Handelman, Teacher
Paul Farnsworth, Teacher
Rosalie Simrock, Teacher
Stacy Walsh, Teacher
Tatiana Smith, Teacher
Yadira Haro, Teacher

FARALLONE VIEW ELEMENTARY SCHOOL
Amy McVicker, Interim Principal
Angelle Heldmaier, PE Teacher
Eric Denault, Teacher
Jenny Scarpaci, Teacher
Lucy Navarro, Office Staff
Rachael Sage, Teacher
Sherri Hall, Teacher

All site staff who graciously and patiently answered questions and provided access.

All community members who participated in review meetings providing their passionate input.

CONSULTANT TEAM
Architect: Quattrocchi Kwok Architects, Santa Rosa, CA
- Mark Quattrocchi, FAIA, Principal
- Lyanne Schuster, Project Architect
- Lindsey Swing, Job Captain

INTRODUCTION

The Cabrillo Unified School District sits on the coast of San Mateo County and serves an area covering over 135 square miles in a rural small-town setting. The District extends from Montara on the north boundary to south of Half Moon Bay and inland to State Highway 35. The District's schools include four elementary schools, a middle school, a high school, and a smaller alternative high school.

To facilitate planning for bond expenditures, the Cabrillo Unified School District authorized a Facilities Assessment and Master Plan of the elementary schools in order to estimate probable costs for needed improvements.

BACKGROUND

Due to its age and proximity to the Pacific marine environment, the District facilities have suffered from years of continuous use and corrosive exposure. The harsh environment and the passage of time has resulted in the need for several maintenance projects, including window replacement, dry-rot repair and roofing replacements. In addition to these basic needs, improvements to meet current fire/life safety, accessibility codes and altered spaces to better support the District's Educational Program are needed for facilities so they can continue to support the high-quality education the District delivers.

In order to properly plan for educational and maintenance needs, Facility Assessment and Master Planning are the first step in a comprehensive modernization and new construction program. It is intended to help the District set priorities for campus improvements by categorizing the condition of the existing buildings and campus infrastructure, identifying maintenance or modernization issues that should be prioritized for the immediate future, and identifying improvements that will continually serve the schools and community in the future.

FACILITY ASSESSMENT GOALS

The goal of the Facility Assessment is to evaluate the physical condition of the each elementary school's facilities and identify physical, health, fire/life safety, and accessibility issues that require immediate attention. The Cabrillo Unified School District can then use these findings to ensure that:

- Facilities provide spaces that support the educational programs & goals of the District.
- The schools provide a healthy, comfortable learning environment.
- The schools provide a safe and secure school environment.
- The schools meet applicable codes and regulations, including requirements for accessibility, fire/life safety and structural safety.
- Improvements will address sustainability issues such as energy independence, daylighting strategies, better building envelopes and more sustainable water use.
- The school sites have the appropriate features to support community use.

FACILITY ASSESSMENT PROCESS

The facilities assessment of each campus included a site walk with District personnel to review the general condition of building interiors and exterior envelope conditions. District custodial and IT personnel also provided input on the condition and current performance of systems and equipment.

MASTER PLANNING GOALS

Facilities Master Plans provide a road map for the future. They are a living document that function best when they are regularly reviewed and updated to reflect changing district educational program needs and goals as well as changing conditions in the District and in the community as a whole.

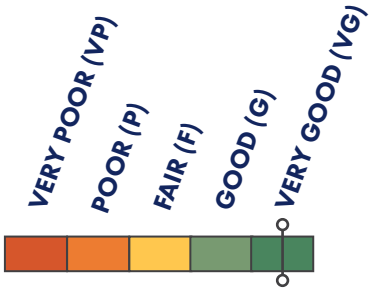
A Master Plan was developed in 2013: this Master Plan will serve to update that document.

MASTER PLANNING PROCESS

Along with the Facilities Assessment described above, meetings were held with District, school and community members to talk about current needs and goals for Farallone View and El Granada Elementary schools.

The architects and the District reviewed the 2013 Master Plan through the lens of today, projecting into the future. Where available, existing record drawings were reviewed to help determine the viability of the current buildings and their infrastructure. The information has been incorporated into this report.

BUILDING CONDITION RATING METRICS



VERY GOOD: Building or component is in excellent condition.

- Only campus wide improvements as desired.

GOOD: Building or component is in good in condition, having certain building components in need of repair or replacement.

- Minor Renovation / Minor reconfiguration of spaces and selective upgrades of systems or building components.

FAIR: Building or component is in fair condition, with several building systems in need of repair or replacement.

- Moderate Renovation / This is like a major renovation, but the work required would not be as extensive and will primarily include addressing code requirements.

POOR: Building or component is in poor condition, with several major building systems requiring complete overhaul. Cost of renovations required to bring building back to full operating condition may justify complete replacement in lieu of major renovation.

- Major Renovation / Extensive renovation, replacement and reconfiguration of spaces to meet code requirements as well as current and future educational program requirements.

VERY POOR: Building or component is in very poor condition, with compromised structural systems or complete degradation.

- Replacement recommended.



FACILITY NEEDS CATEGORIES

Each of the campus buildings are reviewed. The report recommendations have three categories for improvements: Mandatory, Critical, and Desired. While the facility assessment forms the basis for the facilities portion of the Facilities Master Plan, a confirmation of the desired educational programs and goals at each building should be matched with corresponding facility requirements.

MANDATORY

Improvements to meet code requirements, student safety, building infrastructure systems and preservation of buildings from the deleterious impacts of the environment. Examples include:

- ADA – Americans with Disabilities Act code compliance*
- FLS – Fire/Life Safety code compliance, including building construction, exits, hardware, fire alarm
- SSS - Structural Safety code issues

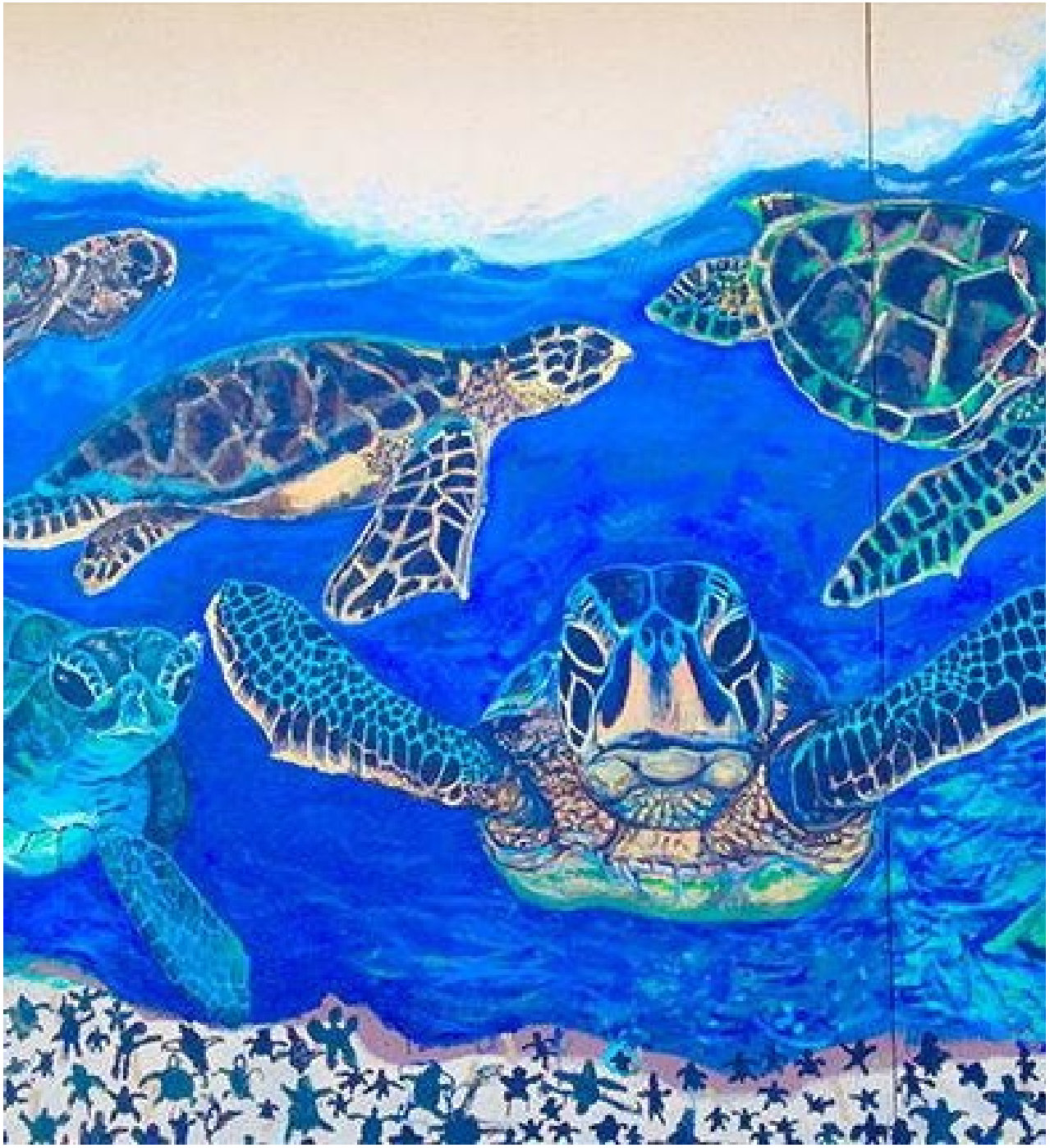
CRITICAL

Improvements that are required to preserve the campus and provide necessary classroom and technology upgrades. Examples include:

- Improvements for student safety such as pedestrian paths of travel, or unsafe vehicular traffic crossing.
- Building envelope improvements such as weather protection, re-roofing or energy efficiency improvements for windows, siding & exterior doors.
- Mechanical, plumbing, electrical, utility systems repair or replacement
- Notification systems (phones and intercoms)

DESIRED

Improvements that will address long-term requirements of the school site and buildings are categorized as “Desired”. This may include enrollment growth, energy efficiency upgrades, site improvements for storm drainage or pavement. It may also include aesthetic considerations, optional upgrades or other non-critical but desired work to each school. For example, the basic signage requirements of the building code may be met, but additional way finding signage is recommended. Learning environments may be adequate but could be enhanced or improved.



*** UNDERSTANDING ACCESSIBILITY:**

The Division of the State Architect (DSA) adopts the California Building Code (CBC) every three years incorporating state-specific amendments. The language of these amendments has frequently differed from that of the Americans with Disability Act (ADA) enacted in 1991. It is only in the 2013 code that the elements constructed under the previous 2010 code were deemed as meeting mandated requirements. Additionally, for several years prior to 2010, DSA utilized a Universal Design document which differed from both the ADA and the CBC in detailed requirements and scoping.

Therefore, improvements made under previous codes and approved by DSA are required to be upgraded to current code if they serve an area that is being remodeled. Additionally, there may be new requirements that must be met as well. These required improvements may be implemented in conjunction with future work.

EXECUTIVE SUMMARY

The Cabrillo Unified District Elementary School Facilities Assessment was developed with the support and engagement of many members of the Cabrillo Unified School District's administration, faculty, and staff, with additional input from the community. The goal of the assessment is to update the Elementary School portion of the 2013 Facilities Master Plan: a living document which recommends decisions regarding District facilities in order to maintain effective and suitable conditions and benefit student achievement.

"The mission of the Cabrillo Unified School District is to develop critical thinkers and socially responsible citizens who actively participate in their individual learning and development and are fully prepared to embrace their next challenge."

FACILITIES MASTER PLANNING GOALS AND PROCESS

As noted in the Introduction, in addition to providing facilities that are safe, secure and functional, Facility improvement projects are about improving functionality and adapting facilities to new programs and ways of teaching. The Architects worked with the District, schools and community at large to identify the general educational and programmatic needs as well as needs specific to each school.

The Facilities Master Planning process included the following principal steps and components:

FACILITIES ASSESSMENT: QKA and participating District personnel reviewed existing facilities to assess their current conditions and identify items in need of repair or replacement. Considering the age and coastal location of Farallone View Elementary School and El Granada Elementary School, the lists of requested changes at these schools are unsurprisingly extensive. They include site improvements, finishes replacement, ADA improvements, and many other items described in detail in the following pages.

A series of **SITE MEETINGS** were held to determine current Educational Program needs and desired programmatic changes that impact facility requirements for Farallone View and El Granada Elementary Schools.
At each school, the District invited a group of administrators, faculty and staff to meet with the



Architects for a "visioning" session. These sessions were followed by community meetings at each site with the community as a whole invited to provide input on community needs and vision for the schools as well as community perception of the existing facilities. Based on these meetings, together we developed a set of desired changes that were incorporated in site plan diagrams. The site diagrams were reviewed and revised based on further input from the District and School leadership. The revised drawings make up the Master Planning Site Plans included in this report.

SCHOOL COMMUNITY In addition to providing for relocated, expanded, or new programs, there is a strong desire for centrally located 'quad' spaces and for outdoor learning spaces at both schools; the coastal culture of the area encourages spending time outdoors and this is reflected in the teaching approach at these schools.

SAFETY & SECURITY: The importance of student and staff security cannot be overstated and improvements are highly recommended. Farallone View ES is used heavily by the community and consequently the school staff and local residents wish for a balance between fencing and openness. Also frequently used by community neighbors, El Granada ES needs fencing to reduce the number of site entrances while maintaining weekend access to the field and play areas. Improved observation and supervision is recommended at both sites, facilitated by video surveillance and increased windows onto blind spots. The Administration and Principal's Office should be located near the site entrance so that school staff can easily monitor anyone arriving on campus. Interior rooms are to be provided with "classroom security locks" that can be used to quickly secure the room from the inside. Rooms and corridors are to have multiple exit route options. In addition, occupied rooms will have privacy blinds that can be deployed in an emergency to conceal interior occupants. An interactive intercom system will also be provided for quick communication between all users.

GENDER NEUTRAL FACILITIES: Equality and inclusion for all are important District and Community values. The school campuses, including restrooms and all building and site components will respect and accommodate students and staff of all gender identifications. Gender neutral facilities will be evenly distributed throughout each campus.

CENTRAL KITCHEN: In the support of student nutrition and food education, the District is considering the option of a Central Kitchen facility to provide meals throughout the District, and is identifying potential locations for this facility.

COMMUNITY USE: Provide potential for shared space for community use after the school day and on weekends. In addition to the need for indoor spaces that can be shared with the community, access to outdoor activity spaces for individuals and families is highly valued.

HIGH PERFORMANCE & SUSTAINABILITY GOALS: The District and Community have expressed a desire to focus on and improve the sustainability features of the school campus. Demonstrating leadership in sustainable practices is an important goal: ecologically sound, "green" topics were frequent topics in site and community meetings. Environmentally conscious features and functions will also be incorporated into the schools' educational programs. So, underlying the proposed alterations and additions in this Facility Master Plan update is a focus on the best possible sustainability practices, including the following energy efficient and sustainable features and requirements:

- Attaining the performance standard equivalent of LEED Silver Certification or better (LEED certification is not necessarily required)
- Replacement of single glazed windows with Low 'E' insulated glazing: windows at new buildings should also take advantage of the beautiful and unique natural setting in which these campuses are located.
- Replacement of existing mechanical equipment with high efficiency units, provide healthy air quality and ventilation for students and staff (keeping CO2 under 800 ppm).
- Increasing building envelope insulation levels to reduce demands on air conditioning and heating equipment.
- Providing flexible programmable mechanical controls to reduce unnecessary operation and energy waste.
- Provision of efficient LED lighting systems with daylight controls.
- Incorporate daylighting strategies at occupied spaces to minimize demand for artificial light.
- Utilization of durable and renewable materials.
- Incorporate product and materials specifications requiring avoidance

of old growth lumber, PVCs, vinyl & formaldehyde, and limiting the quantities of refrigerant.
- Using water efficient plumbing fixtures
- Site water use will be minimized by efficient and intelligently controlled irrigation systems, and climate appropriate native landscaping.
- At areas of site work, bioswales will be used to capture and clean stormwater before being absorbed and therefore recharge site aquifers.
- Incorporating school gardens and composting, recycling and diversion policies.

ENERGY INDEPENDENCE: The District aims to be as close to Net Zero in energy use as possible. In addition to the energy savings features noted above, this would include on site energy production. It is probable that the energy production facilities include:

- Solar power generation via ground-mounted and building-mounted (roof) photo-voltaic arrays
- Battery energy storage.
- Wind generation may be included, possibly on a demonstration scale.

BUILDING REPLACEMENT: A goal of this assessment is to identify existing and potential space utilization at each campus to match current and projected enrollment. Where buildings are proposed to be removed, the functions currently housed in those buildings will have homes in new or existing facilities on the site. It is worth noting that the size and number of existing classroom facilities at all campuses were found to be generally sufficient for current programs, allowing some existing functions to be relocated elsewhere on the site without requiring new construction.

BUILDING MATERIALS In conjunction with being sustainable, construction materials are to be climate appropriate, including rust and mold resistant. Selection criteria for building materials and components will consider costs over the life of the building and will include expected maintenance and operations costs to provide a complete life-cycle cost comparison between materials and systems.

SITE AND BUILDING DESIGN The Farallone View and El Granada communities value the place of these schools as neighborhood centers. In addition to providing 21st Century learning opportunities to students, the schools represent a sense of neighborhood identity. The communities are engaged and involved in the life of the schools.
The design of these campuses will be sensitive to their neighbors: attention will be given to sightlines and choice of building materials in addition to climate orientation and other sound design and 'good neighbor' principles.

THIS DRAFT was prepared to list and describe the recommended facility improvements and graphically show recommended improvements.

REVIEW & IMPLEMENTATION: The CUSD Board of Trustees and other interested parties will review the Master Plan and Assessment to prioritize and make decisions regarding the recommended improvements. Based on the Board of Trustees' direction, an Implementation Plan will be developed to accompany this Master Plan update to describe which projects will be scheduled for design and construction.

NOTE:
The Statement of Probable Costs included in this report does not include costs for on-site Energy Generation or achieving ZNE. Further analysis and cost estimating is required and can be incorporated into projects at commencement of the design phase.

SUMMARY OF PROBABLE COSTS - FARALLONE VIEW

Below is a summary of the projected Project Cost for the alterations and additions identified in the Facilities Master Plan. Included below are all contractor costs, contingencies including design and change orders, escalation to a future year of construction, and all non-construction or Soft Costs. See Master Plan Appendix B for complete estimate detail.

	DESCRIPTION	AREA (SF)	$/SF	TOTAL	
1.	ADMIN/KINDER	10,000	580.66	$ 5,806,564	
2.	LIBRARY/STUDENT UNION	5,300	629.31	$ 3,335,344	
3.	2 –STORY CLASSROOM BUILDING (16)25,173		806.45	$20,300,351	Includes demo of existing
4.	MULTI-PURPOSE/GYM	7,575	914.01	$ 6,923,630	Includes demo of existing
5.	COVERED OUTDOOR AREA			$ 534,461	
6.	SITE WORK			$ 6,206,048	

TOTAL CONSTRUCTION COSTS **$43,106,398**

SOFT COST ALLOWANCE - 30% of construction $12,931,919
Includes Change Orders, DSA, Design, Inspection, Testing, etc.

FARALLONE VIEW GRAND TOTAL INCLUDING SOFT COSTS **$56,038,318**

*Costs exclude new furniture, off-site work and on-site energy generation such as photo-voltaic panels – See Sustainability under Master Planning Goals and Process

SUMMARY OF PROBABLE COSTS - EL GRANADA

Below is a summary of the projected Project Cost for the alterations and additions identified in the Facilities Master Plan. Included below are all contractor costs, contingencies including design and change orders, escalation to a future year of construction, and all non-construction or Soft Costs. See Master Plan Appendix B for complete estimate detail.

DESCRIPTION	AREA (SF)	$/SF	TOTAL	
1. ADMIN & CLASSROOMS	12,375	558.36	$6,909,754	
2. CLASSROOMS (2 KINDER/3 GENERAL)	6,650	574.34	$3,812,719	
3. LIBRARY/ KINDER CLASSROOM BUILDING	7,925	888.23	$7,039,188	Includes demo of existing
4. MULTI-PURPOSE/GYM	8,963	856.86	$7,679,583	Includes demo of existing
5. CLASSROOM BUILDING (7)	9,263	896.47	$8,303,568	
6. COVERED OUTDOOR AREA			$ 632,474	
7. SITE WORK			$6,206,048	

TOTAL CONSTRUCTION COSTS **$ 39,807,158**

SOFT COST ALLOWANCE - 30% of construction $11,942,147
Includes Change Orders, DSA, Design, Inspection, Testing, etc.

EL GRANADA GRAND TOTAL INCLUDING SOFT COSTS **$51,749,305**

*Costs exclude new furniture and on-site energy generation such as photo-voltaic panels – See Sustainability under Master Planning Goals and Process





FACILITIES MASTER PLANS & ASSESSMENTS

Farallone View Elementary School is located at the base of the Montara Mountain overlooking the Pacific Ocean in Montara, CA. This small coastal town has easy access to San Francisco and Silicon Valley, which have influenced the school's teaching methodology. Farallone View is deeply embedded in the community and serves as a public park for residents when school is not in session. The school's premises are frequently used for community events and markets and the murals evoke nostalgia for former students.

Farallone View's mission is "to ensure that all students acquire the knowledge and skills to excel in their next educational challenge, develop a love of learning as well as a respect for others and the environment." The school aims to provide "a rich, academically challenging and well rounded educational program" with the help of families and the community of Montara.



FARALLONE VIEW ELEMENTARY SCHOOL

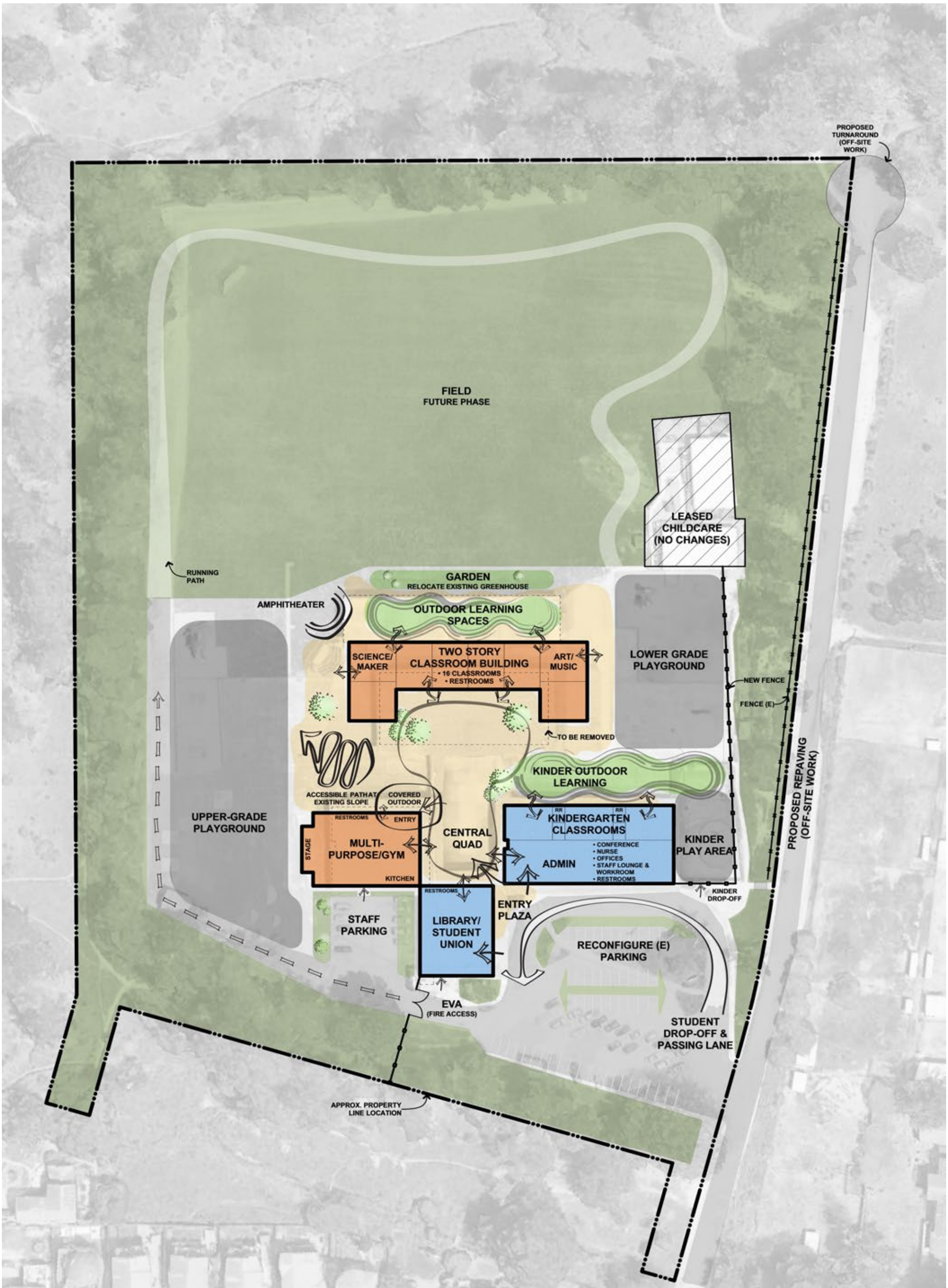
SCHOOL DATA

Address:	1100 Le Conte Ave, Montara, CA 94037
Current Enrollment (2019/2020):	289
Planned Enrollment Capacity*	310
Total Planned Classrooms:	17

*Capacity assumes district goal of 25 students per classroom



FARALLONE VIEW ELEMENTARY SCHOOL
MASTER PLAN


PROPOSED TURNAROUND (OFF-SITE WORK)
FIELD
FUTURE PHASE
LEASED CHILDCARE (NO CHANGES)
RUNNING PATH
GARDEN
RELOCATE EXISTING GREENHOUSE
AMPHITHEATER
OUTDOOR LEARNING SPACES
SCIENCE/ MAKER
TWO STORY CLASSROOM BUILDING
• 16 CLASSROOMS
• RESTROOMS
ART/ MUSIC
LOWER GRADE PLAYGROUND
NEW FENCE
FENCE (E)
TO BE REMOVED
KINDER OUTDOOR LEARNING
ACCESSIBLE PATHAT EXISTING SLOPE
COVERED OUTDOOR
UPPER-GRADE PLAYGROUND
RESTROOMS
ENTRY
STAGE
MULTI-PURPOSE/GYM
KITCHEN
CENTRAL QUAD
RR
KINDERGARTEN CLASSROOMS
ADMIN
• CONFERENCE
• NURSE
• OFFICES
• STAFF LOUNGE & WORKROOM
• RESTROOMS
KINDER PLAY AREA
KINDER DROP-OFF
PROPOSED REPAVING (OFF-SITE WORK)
STAFF PARKING
LIBRARY/ STUDENT UNION
ENTRY PLAZA
RECONFIGURE (E) PARKING
EVA
(FIRE ACCESS)
STUDENT DROP-OFF & PASSING LANE
APPROX. PROPERTY LINE LOCATION
LEGEND
NEW BUILDING
RECONFIGURATION/ MODERNIZED BUILDING
NEW PLAYGROUND W/ EQUIPMENT
FUTURE GROWTH
NEW PAVED OUTDOOR
DEMOLISHED
LEASED AREA
COVERED WALKWAY
RR RESTROOM
(E) EXISTING
K KINDERGARTEN
0 20' 40' 80'
NORTH
QUATTROCCHI KWOK ARCHITECTS


PROPOSED TURNAROUND (OFF-SITE WORK)
FIELD
FUTURE PHASE
LEASED CHILDCARE (NO CHANGES)
RUNNING PATH
GARDEN
RELOCATE EXISTING GREENHOUSE
FUTURE GROWTH
AMPHITHEATER
OUTDOOR LEARNING SPACES
SCIENCE/ MAKER
TWO STORY CLASSROOM BUILDING
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RECONFIGURATION/ MODERNIZED BUILDING
NEW PLAYGROUND W/ EQUIPMENT
FUTURE GROWTH
NEW PAVED OUTDOOR
DEMOLISHED
LEASED AREA
COVERED WALKWAY
RR RESTROOM
(E) EXISTING
K KINDERGARTEN
0 20' 40' 80'
NORTH
QUATTROCCHI KWOK ARCHITECTS

SCHOOL DATA

Address:	1100 Le Conte Ave, Montara, CA 94037
Current Enrollment (2019/2020):	289
Total Current Capacity:*	600
Total Classrooms:	24
Relocatable Classrooms:	6
Special Education Classrooms:	0

*Capacity assumes district goal of 25 students per classroom



FARALLONE VIEW ELEMENTARY SCHOOL ASSESSMENT

SITE & GENERAL

OBSERVATIONS

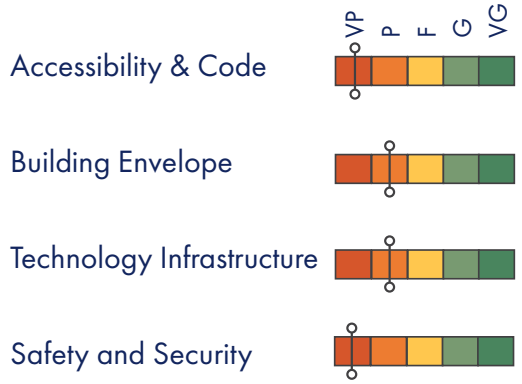
- The campus lacks a clear entrance and relies on paper signs for wayfinding to office.
- Age and the coastal weather have damaged exterior finishes.
- Buildings have exposed conduit.
- The site has a significant slope with accessibility challenges.
- Perimeter campus fencing is incomplete.
- School drop-off and traffic flow are problematic.
- Field use is limited due to gophers.
- Electrical needs to be updated to accommodate technology, including CAT6 upgrade.
- The school intercom and outside telephone access is not functioning.
- Interior finishes are at the end of their useful life.
- Interior accessibility issues include non-compliant door clearances and fixtures.
- Storage in classrooms is seen as insufficient for current needs.
- Site irrigation system doesn't function properly.

Staff describe Farallone View Elementary School as the "Heart of Montara" and emphasized that it is frequently used by the community. Our recommendations are based on maintaining the inviting feel, enhancing the natural features via sustainable measures, and increasing inclusion of students and residents of all abilities.

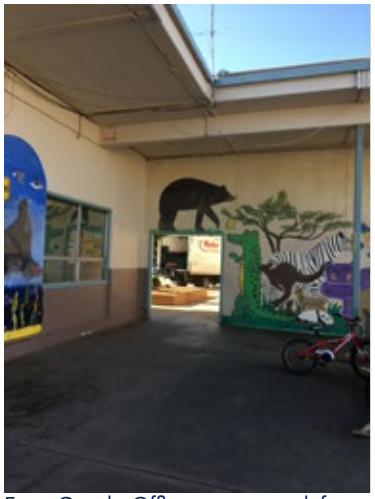
RECOMMENDATIONS

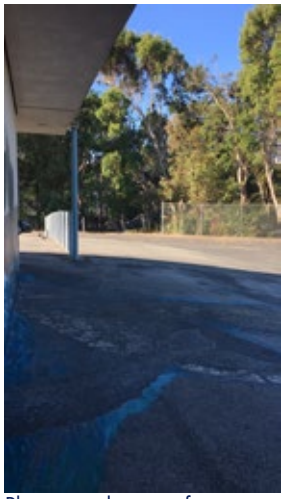
- Develop outdoor learning spaces throughout the campus and a strong central quad.
- Configure improvements to highlight the site's incredible views.
- Balance security with maintaining community access to the campus by providing a strong, clear entry.
- Install owl boxes at fields.
- Use building materials suited to the harsh coastal environment.
- Relocate exposed conduit to interior or protected locations.
- Upgrade site and interiors for accessibility.
- Provide gender-neutral restroom facilities.
- Update plumbing, irrigation, HVAC, electrical and communication systems to meet current requirements.
- Replace interior finishes.
- Provide furniture options for storage needs.
- Upgrade light fixtures and controls to meet current codes and provide optimal daylighting.

CONDITIONS RATINGS



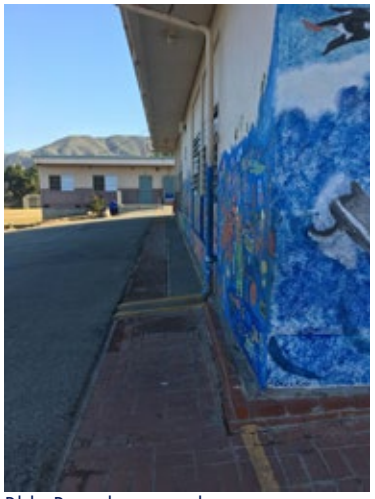

Parking Lot


Entry Quad - Office entrance to left


Playground access from parking lot


Amphitheater


Relocatable Bldg D


Bldg B at playground

BUILDING A

OBSERVATIONS

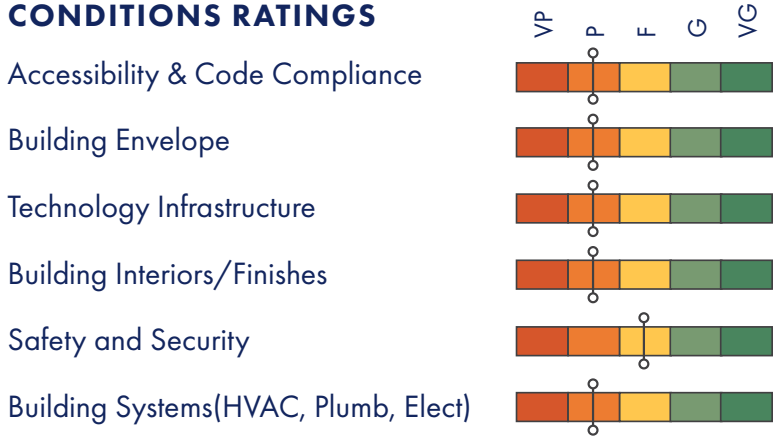
- Visitors need to pass through security fencing and enter the building to access the School office.
- The building is reported to have plumbing issues including leaking & clogged drinking fountains and lacks hot water where needed.
- Hard-wired clocks have been replaced with battery operated ones.
- Finishes throughout are at the end of their useful life.
- Accessibility at restrooms, classroom entries and some casework does not comply with current code

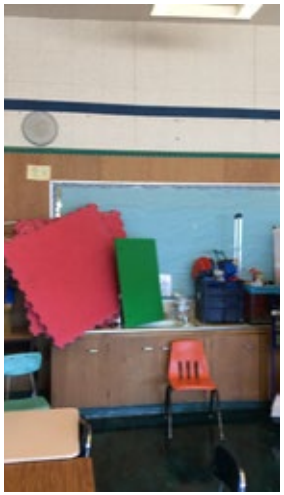
RECOMMENDATIONS

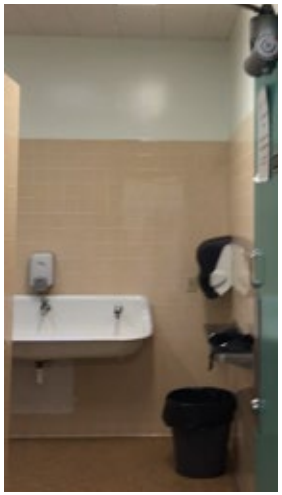
- Reconfigure the office entrance to provide direct entrance from the parking area.
- Locate the Nurse's station to provide privacy with easy supervision.

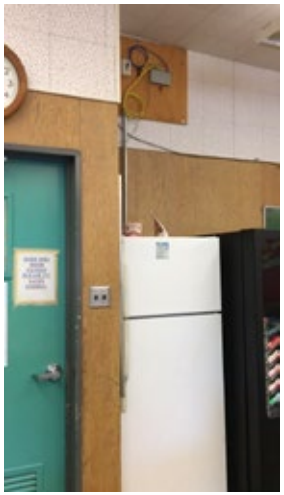
Building A, at the front of the campus, includes the administration offices and lower-grade classrooms. Due to wear and tear and age, the building is in need of finish, accessibility, plumbing, electrical, and communications upgrades. It is recommended to reconfigure the functions in this building to improve wayfinding, security and supervision.

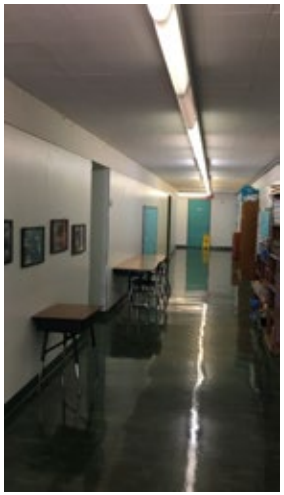
CONDITIONS RATINGS

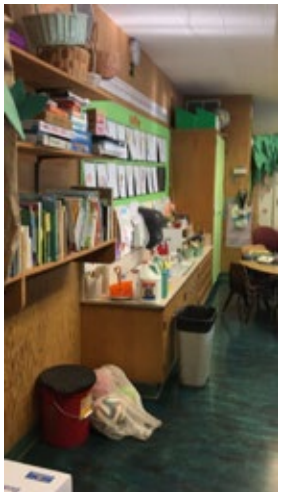



Insufficient storage


Accessibility issues at RR


Electrical issues at Staff Breakroom


Aging finishes and inaccessible doorways


Classroom finishes



BUILDING B & MULTI-USE

OBSERVATIONS

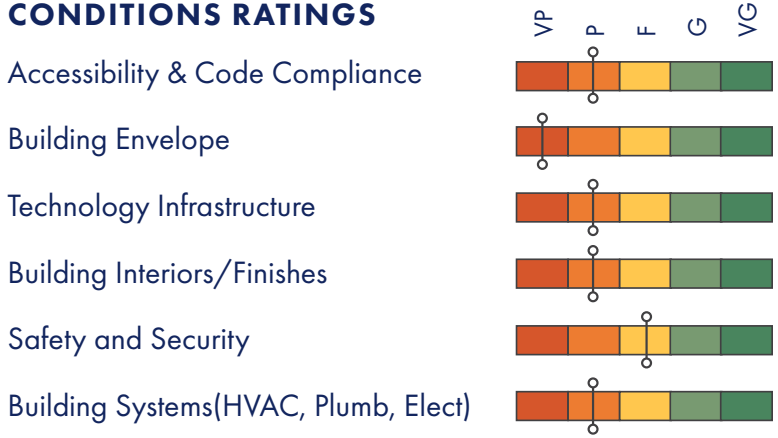
- The multi-use room is undersized and requires parents to stand outside during events.
- Building lacks office space for P.E. Teacher.
- The kitchen is undersized for the number of students it serves.
- Access to electrical panel is blocked by kitchen equipment and is located next to sink.
- Hard-wired clocks have been replaced with battery operated ones.
- Accessibility at classroom entries and some casework does not comply with current code

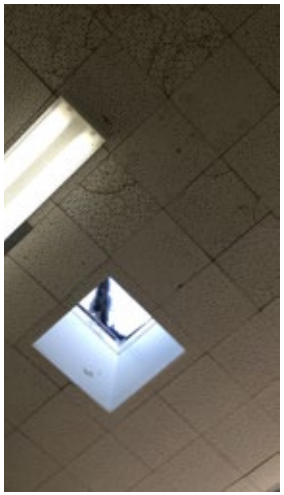
RECOMMENDATIONS

- Redesign multi-use room to accommodate estimated attendance of performances with students and parents.
- Provide indoor/outdoor connection at multi-use room.
- Resize kitchen to accommodate food service requirements and opportunity for culinary arts instruction.
- Provide conference space and dedicated office for PE teacher

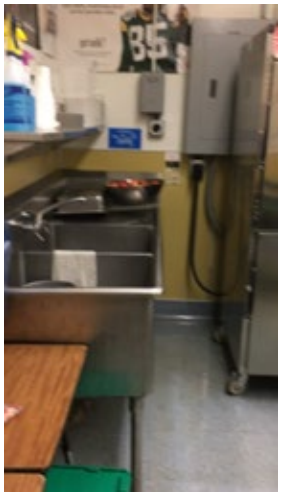
The Multi-Use building is undersized for the School's needs. QKA recommends creating indoor/outdoor connection with a covered outdoor space to increase capacity and offer protected space for PE instruction when room is in use. Building B is a classroom building. Currently, some classrooms are not needed for teaching stations but are used as offices and/or meeting space.

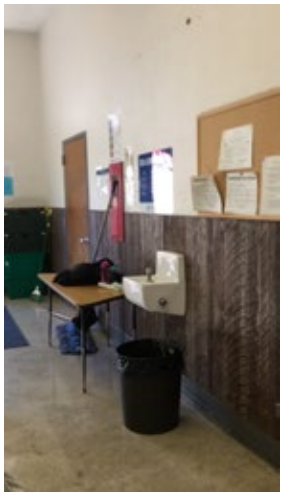
CONDITIONS RATINGS

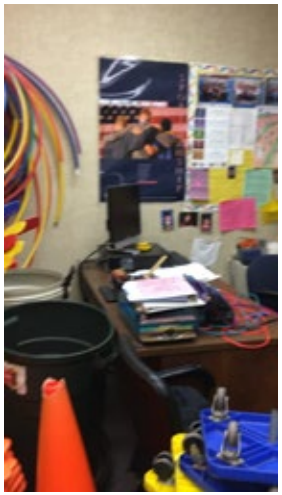



Damaged finishes


Electrical issues


Blocked electric panel


Accessibility issues and aging finishes


P.E. Office in storage room



BUILDING C

OBSERVATIONS

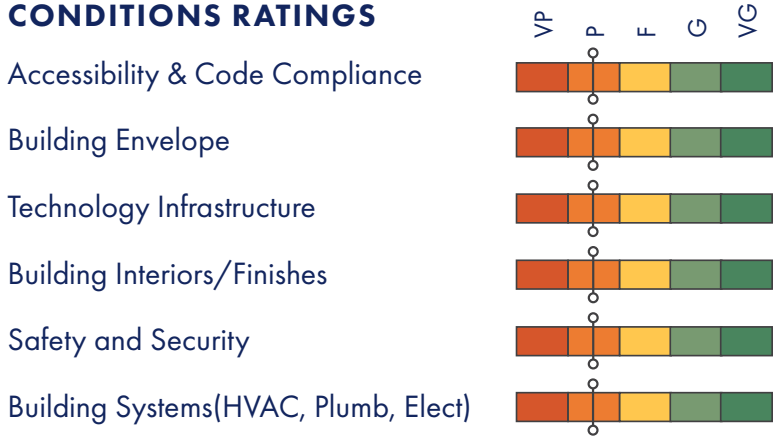
- Hard-wired clocks have been replaced with battery operated.
- Exit signs do not meet current code.
- Art, Music, and the HEAL programs each have their own dedicated classroom.
- Afterschool workshop rents a classroom in the building all day.
- The computer lab is no longer used.
- The server rack is not in a lockable location.
- Classrooms lack accessible casework

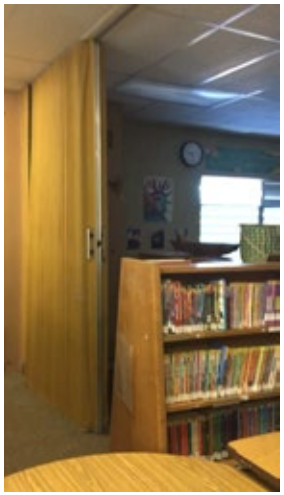
RECOMMENDATIONS

- Relocate non-classroom uses.
- Coordinate usage of classrooms where appropriate.
- Provide server room or lockable cabinet for server rack.
- Replace interior partition walls for improved acoustical separation between classrooms.

Like Building B, Building C is not currently used to full capacity with multiple unloaded classrooms and a room rented out all day to an afterschool program. The library is located in this building and the computer lab attached to it is no longer used as the school moves away from using desktop computers. QKA recommends consolidating the unloaded classrooms and using the newly available classrooms to accommodate the classes relocated from Building D.

CONDITIONS RATINGS




Aging finishes


Server rack


Classroom equipment


Code issues and lighting needs


Poor acoustic separation with interior partition



RELOCATABLE BUILDING D

OBSERVATIONS

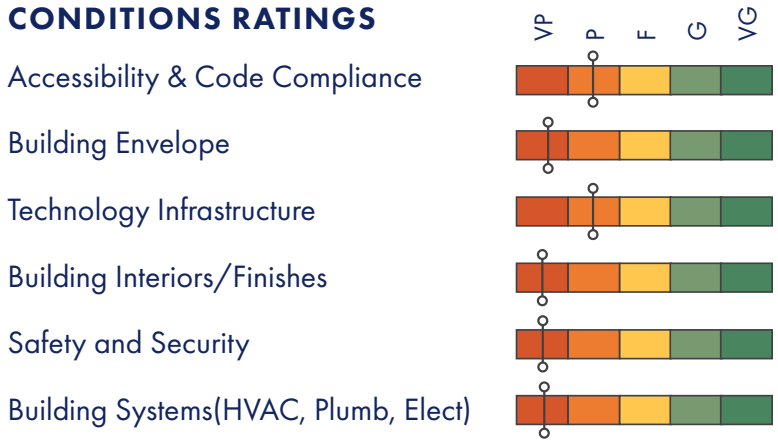
- Buildings show extensive weather damage.
- Plumbing leaks are have damaged the floor finish and substrate
- Electrical issues due to building leaks are reported.
- These buildings have reached the end of their useful life.
- There are potential mold issues and occupants are concerned about air quality.
- In addition to issues with the school intercom and outside telephone access, cell service is lacking.

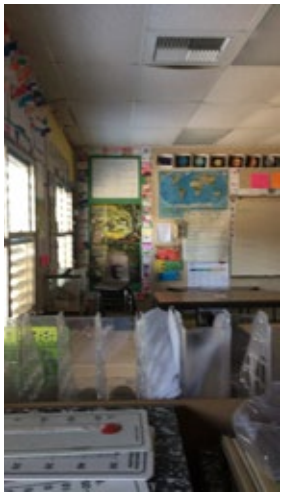
RECOMMENDATIONS

- Remove this building and relocate functions.

Building D consists of relocatable classrooms and restrooms that have reached the end of their useful life. Reported plumbing leaks and poor drainage have caused damage and potential mold issues. These buildings should be removed and their functions should be relocated to available spaces in the other buildings.

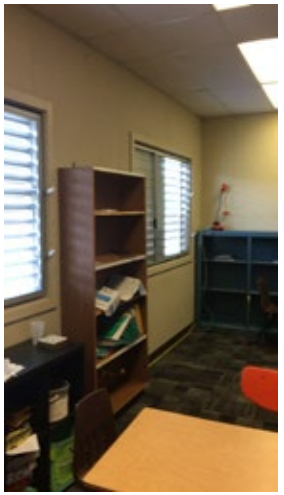
CONDITIONS RATINGS

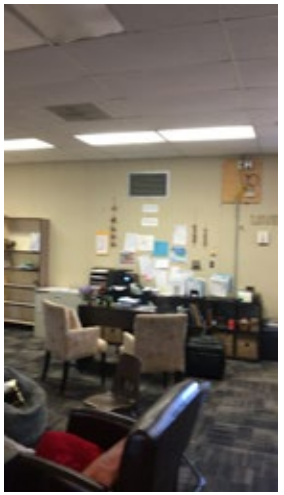



Science classroom


Aging finishes


Exterior


Poor daylighting


Electrical issues



El Granada Elementary School is located next to the beach in Half Moon Bay, CA with an unobstructed view of the Pacific Ocean. El Granada's location offers the unique opportunity to watch whales migrating from the campus!
The school's teaching methodology is based on workshop-style learning and teachers and staff embrace 21st century learning approaches.
El Granada functions as a gathering place for the after school and on weekends and is heavily used by the community.



EL GRANADA ELEMENTARY SCHOOL

SCHOOL DATA

Address:	400 Santiago Ave, Half Moon Bay, CA 94019
Current Enrollment (2019/2020):	367
Planned Enrollment Capacity*	425
Total Planned Classrooms:	20
Relocatable Classrooms:	0
Special Education Classrooms:	3

*Capacity assumes district goal of 25 students per classroom



EL GRANADA ELEMENTARY SCHOOL


TO BE REMOVED
LEASED CHILDCARE
REVIEW OPTIONS WITH DISTRICT BASED ON CONDITION OF PORTABLES
NEW GATE
EVA
(FIRE ACCESS)
SHARED BREAKOUT SPACE
SERVICE YARD
RUNNING PATH
STUDENT DROP-OFF WITH PASSING LANE
ENTRY PLAZA
ADMIN
• CONFERENCE
• NURSE
• OFFICES
• STAFF LOUNGE
• RESTROOMS
CLASSROOMS
• 6 CLASSROOMS
KITCHEN
CUSTODIAL
MULTI-PURPOSE/ GYM
• RESTROOMS
STAGE
ENTRY
RR
LIBRARY
K
CLASSROOMS
• 2 KINDERGARTEN
• RESTROOMS
BIKE PARKING
NEW FENCE
QUIET COURT
OUTDOOR LEARNING SPACES
COVERED OUTDOOR SPACE
FIELD
FUTURE PHASE
CENTRAL QUAD
KINDER PLAY AREA
CLASSROOMS
• 2 KINDERGARTEN
• 3 GENERAL
• RESTROOMS
LOWER-GRADE PLAYGROUND
GARDEN
GARDENING PROGRAM REQUESTED
OUTDOOR LEARNING SPACES
CLASSROOMS
• 7 CLASSROOMS
MAKER
SCIENCE
MUSIC
UPPER-GRADE PLAYGROUND
APPROX. PROPERTY LINE LOCATION
LEGEND
NEW BUILDING
RECONFIGURATION/ MODERNIZED BUILDING
NEW PLAYGROUND W/ EQUIPMENT
FUTURE GROWTH
NEW PAVED OUTDOOR
DEMOLISHED
LEASED AREA
COVERED WALKWAY
0
20'
40'
80'
NORTH
QUATTROCCHI KWOK ARCHITECTS


TO BE REMOVED
LEASED CHILDCARE
REVIEW OPTIONS WITH DISTRICT BASED ON CONDITION OF PORTABLES
NEW GATE
EVA
(FIRE ACCESS)
SHARED BREAKOUT SPACE
SERVICE YARD
RUNNING PATH
STUDENT DROP-OFF WITH PASSING LANE
ENTRY PLAZA
ADMIN
• CONFERENCE
• NURSE
• OFFICES
• STAFF LOUNGE
• RESTROOMS
CLASSROOMS
• 6 CLASSROOMS
KITCHEN
CUSTODIAL
MULTI-PURPOSE/ GYM
• RESTROOMS
STAGE
ENTRY
RR
LIBRARY
K
RR
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CLASSROOMS
• 7 CLASSROOMS
MAKER
SCIENCE
MUSIC
UPPER-GRADE PLAYGROUND
APPROX. PROPERTY LINE LOCATION
LEGEND
NEW BUILDING
RECONFIGURATION/ MODERNIZED BUILDING
NEW PLAYGROUND W/ EQUIPMENT
FUTURE GROWTH
NEW PAVED OUTDOOR
DEMOLISHED
LEASED AREA
COVERED WALKWAY
0 20' 40' 80'
NORTH
QUATTROCCHI KWOK ARCHITECTS

SCHOOL DATA

Address:	400 Santiago Ave, Half Moon Bay, CA 94019
Current Enrollment (2019/2020):	367
Total Current Capacity:*	750
Total Classrooms:	30
Relocatable Classrooms:	16
Special Education Classrooms:	3

*Capacity assumes district goal of 25 students per classroom



EL GRANADA ELEMENTARY SCHOOL

SITE & GENERAL

OBSERVATIONS

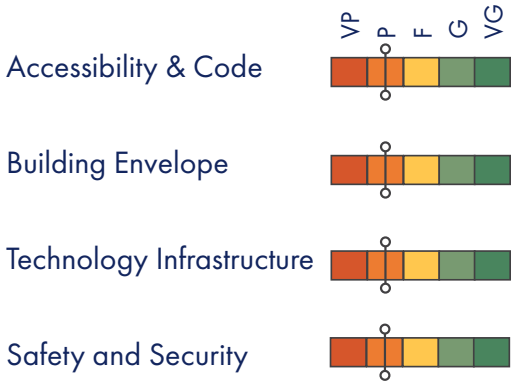
- The campus lacks a clear entrance and relies on signs to locate office.
- Age and the coastal weather have damaged exterior finishes.
- Buildings have exposed conduit.
- The site has a significant slope with accessibility challenges.
- Perimeter campus fencing is incomplete.
- School drop-off traffic flow is chaotic & lacks controls
- Field use is limited due to gopher tunnels
- Exterior light levels are insufficient for evening use.
- The school intercom and outside telephone access is not functioning.
- Interior finishes are at the end of their useful life.
- Interior accessibility issues include non-compliant door clearances and fixtures.
- Storage in classrooms is seen as insufficient for current needs.
- Site irrigation system is non-functioning.
- Septic issues; leach field currently at limit

RECOMMENDATIONS

- Develop outdoor learning spaces throughout the campus and a strong central quad.
- Configure improvements to highlight the site's incredible views.
- Balance security with maintaining community access to the campus by providing a strong, clear entry.
- Install owl boxes at fields.
- Use building materials that are suited to the harsh coastal environment.
- Relocate exposed conduit to interior or protected locations.
- Upgrade site and interiors for accessibility.
- Provide gender-neutral restroom facilities.
- Update plumbing, irrigation, HVAC, electrical and communication systems
- Repair/replace/expand Septic system
- Replace interior finishes.
- Provide furniture options for flexible storage needs.
- Upgrade light fixtures and controls to meet current codes and provide optimal daylighting and site lighting.

Our recommendations are to improve the quality of the outdoor space while enhancing the natural features through sustainable measures, and increasing inclusivity of students and residents of all abilities through thoughtful, accessible landscape design.

CONDITIONS RATINGS




Entry to Admin Bldg from student drop-off


Exterior finishes on relocatable classrooms


Kindergarten quad


Exposed conduit on relocatable classrooms


Exposed conduit on multi-use building

BUILDING A

OBSERVATIONS

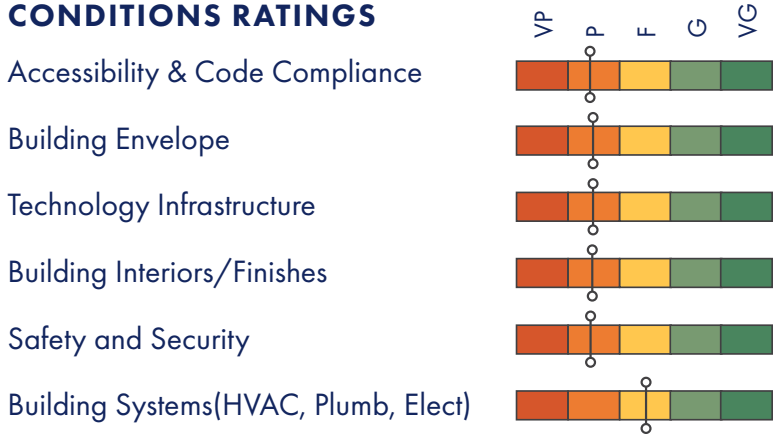
- Visitors need to pass through security fencing and enter the building to access the School office.
- Exit signs are plastic and do not meet code.
- Teachers do not have dedicated or adequate preparation space.
- Classrooms do not accommodate teaching style goals
- Classroom casework is not code compliant

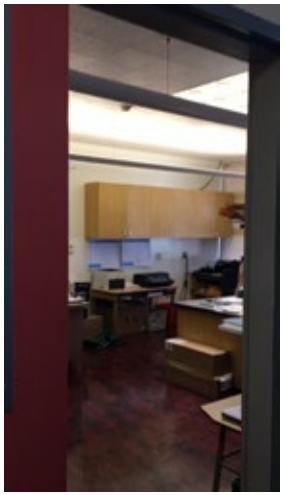
RECOMMENDATIONS

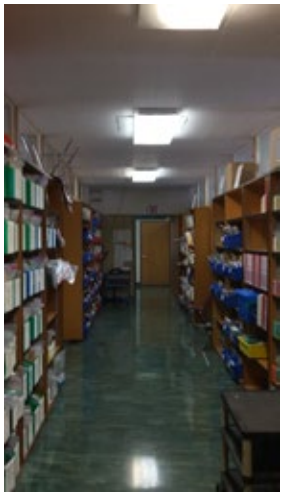
- Reconfigure the office entrance to provide direct entry.
- Provide teacher prep room
- Provide staff lounge with access to outdoors.
- Incorporate shared breakout spaces between classrooms.
- Provide improved connections between classrooms.

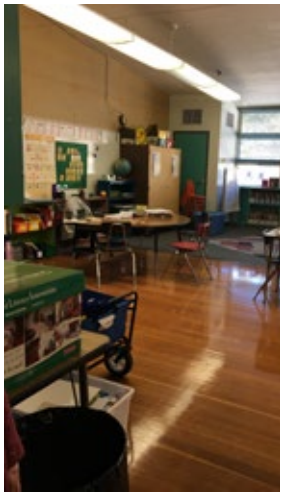
Building A is an original building located near the student drop-off with the administration offices and classrooms. It is recommended to modify the entry to this building to improve wayfinding, security and supervision. The age of the building also suggests that finish, accessibility, plumbing, electrical, and communications upgrades may be required.

CONDITIONS RATINGS

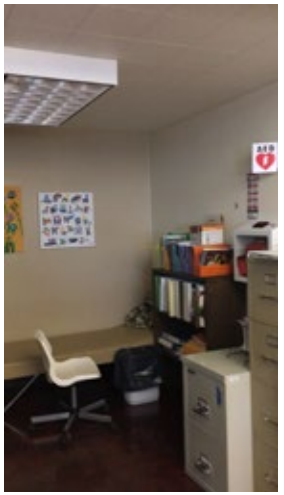



School office


Teacher prep hallway


Classroom


Exposed wiring


Nurse station in reception



RELOCATABLE BUILDINGS A

OBSERVATIONS

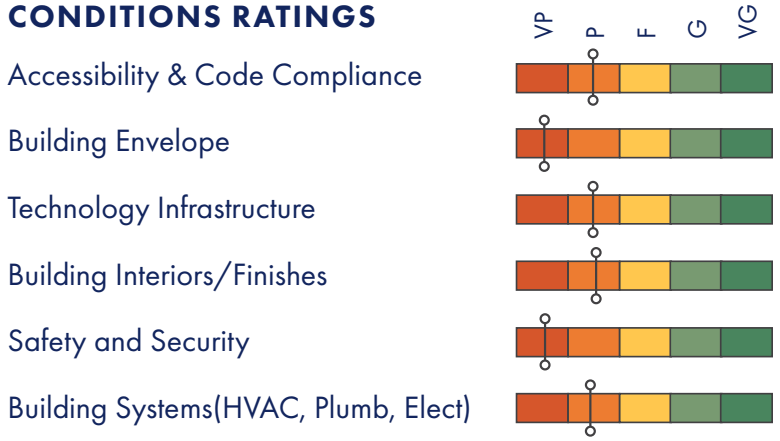
- Buildings show extensive weather damage.
- These buildings are reaching the end of their useful life.
- The metal roofs are reported as a source for heat issues in classrooms.

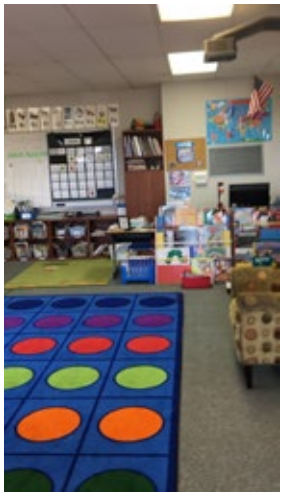
RECOMMENDATIONS

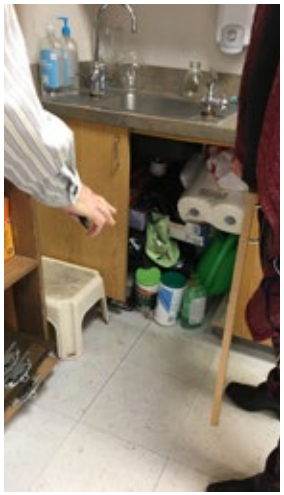
- Remove buildings and relocate functions.

These relocatable classrooms were installed in 2000 and are the newest facilities on the campus, but are reaching the end of their useful life. The exterior finishes are not suited to the coastal weather and have deteriorated. The metal roofs are reported to have caused heat issues in the classrooms.

CONDITIONS RATINGS

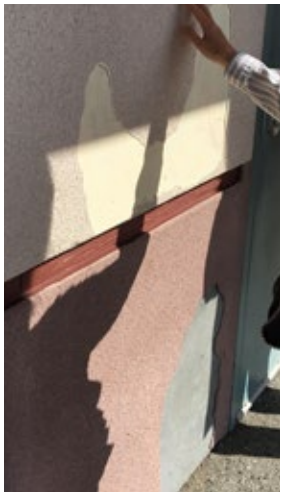



Classroom


Accessiblity issues at sink


Aging finishes


Poor drainage


Exterior plaster peeling



RELOCATABLE BUILDINGS B & C

OBSERVATIONS

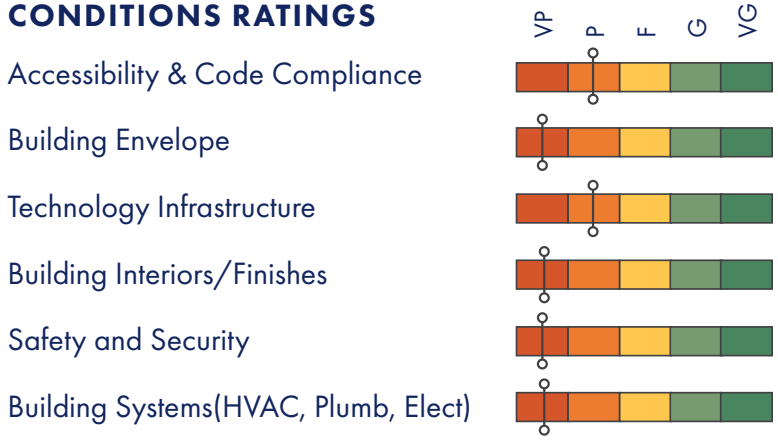
- Buildings show extensive weather damage.
- These buildings have reached the end of their useful life.
- There are potential mold issues.
- Occupants are concerned about air quality.

RECOMMENDATIONS

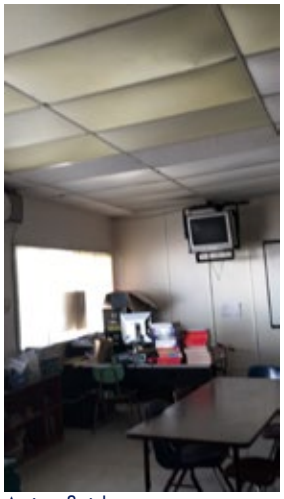
- Remove buildings and relocate functions.

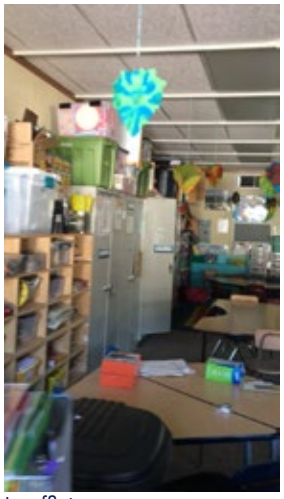
These three buildings consist of a series of relocatable classrooms that have reached the end of their useful life. Poor drainage and waterproofing has potentially caused mold issues and the coastal weather has caused significant damage to the exterior finishes. QKA recommends removing these buildings and relocating the functions to permanent buildings.

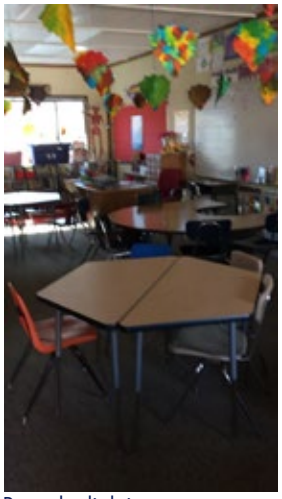
CONDITIONS RATINGS

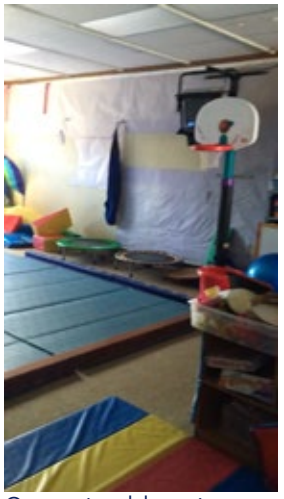



Exposed conduit


Aging finishes


Insufficient storage


Poor daylighting


Occupational therapist room



BUILDING D

OBSERVATIONS

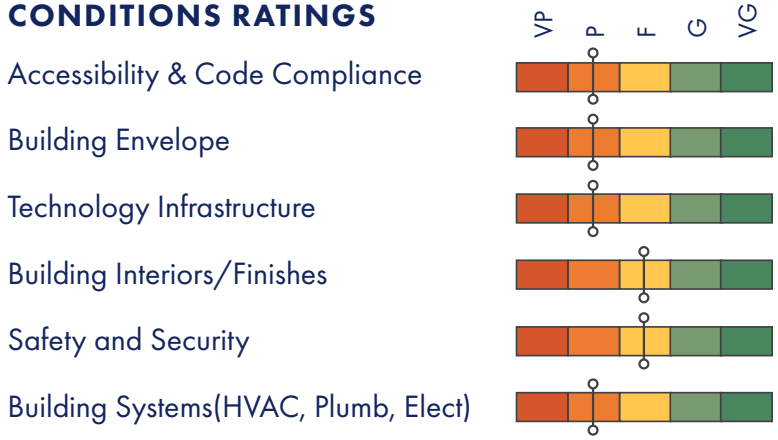
- The accessory storage room between the library and classrooms needs to be improved.
- Classrooms do not have enough electrical outlets.
- Classrooms do not support teaching style goals

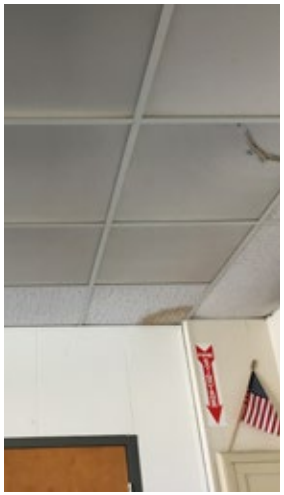
RECOMMENDATIONS

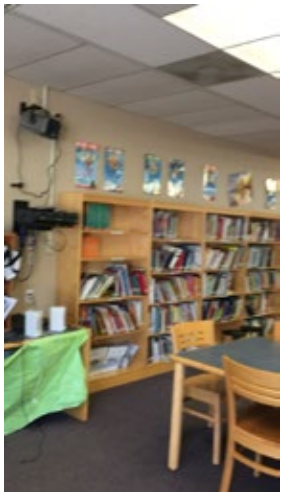
- Redesign library to include an indoor/outdoor connection and activity corners.
- Provide adequate storage in accessory storage room.
- Improve the connections between classrooms and to the outdoors

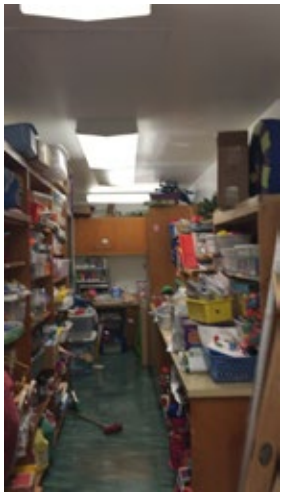
Building D contains the school's library alongside classrooms and shows potential for future improvement. Its location provides an opportunity for ocean views with the addition of more windows and a maker space would enhance the school's workshop-based methodology.

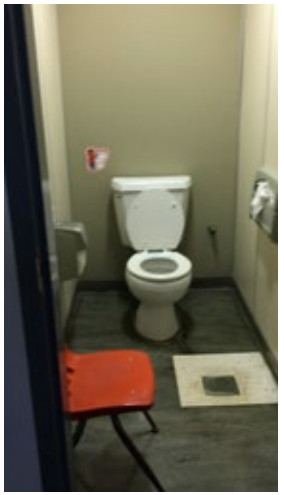
CONDITIONS RATINGS

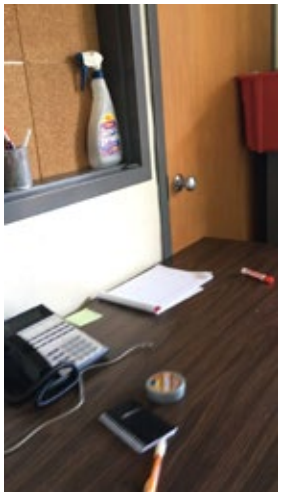



Damaged finishes


Aging equipment


Insufficient storage


Restroom


Blocked doorway



BUILDING K

OBSERVATIONS

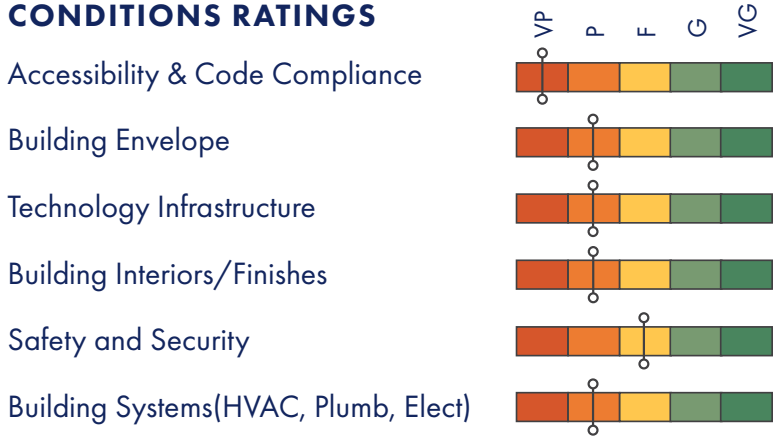
- Operable windows are painted shut and window shades are frequently used limiting views and daylight.
- Accordion partitions cause poor acoustics in the classrooms.
- Classrooms in this building do not have an exit sign or have one that does not meet code.
- Classrooms do not have enough electrical outlets.
- Classroom entries/egress and casework do not meet current code.

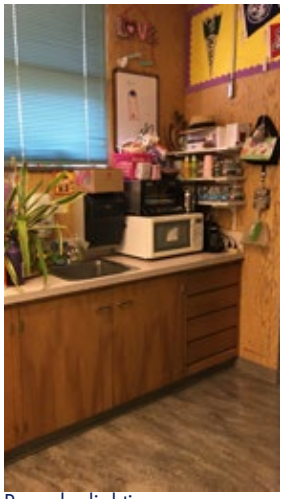
RECOMMENDATIONS

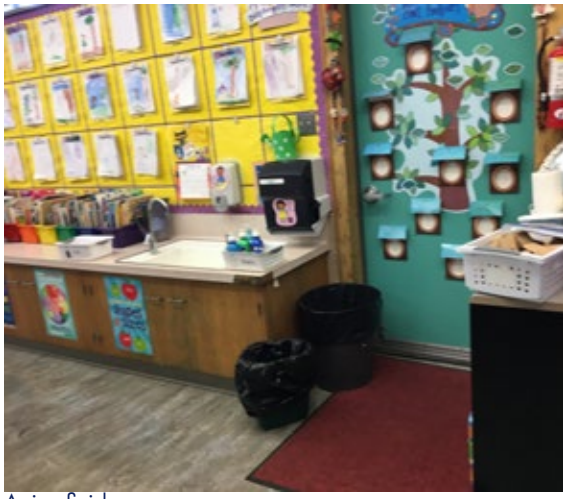
- Improve outdoor courtyard for teaching and gardening.
- Replace folding partitions for better acoustical separation.
- Provide functioning daylighting/ lighting control solutions.

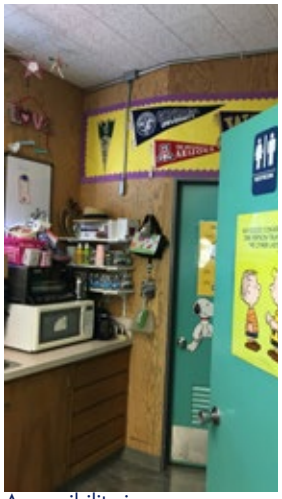
Building K is the first building you encounter on the campus and has its own courtyard for kindergartners. This building requires significant code updates for egress and accessibility, and daylighting could be improved with appropriate shading devices. The storage room built between the two classrooms is currently being used for Speech and should be redesigned for improved acoustics by removing the accordion partitions.

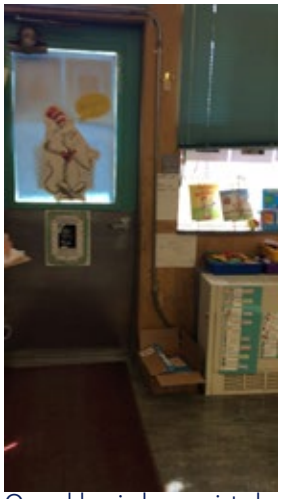
CONDITIONS RATINGS




Poor daylighting


Aging finishes


Accessibility issues


Operable windows painted shut



MULTI-PURPOSE & RESTROOMS

OBSERVATIONS

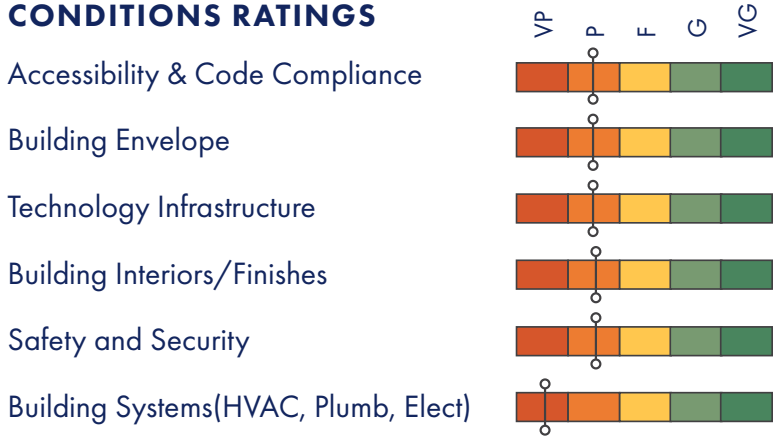
- The multi-purpose space is undersized and requires three lunch periods to serve their students.
- Kitchen is not appropriately sized and lacks adequate storage, contributing to the extended lunch period.
- The stage is not fixed and the difficulty of setting it up reduces its usage.
- The restrooms are reported to have plumbing leaks and staff are concerned about the quality and poor supervision. The men's restroom is shared with students.
- Acoustic quality of room is poor.

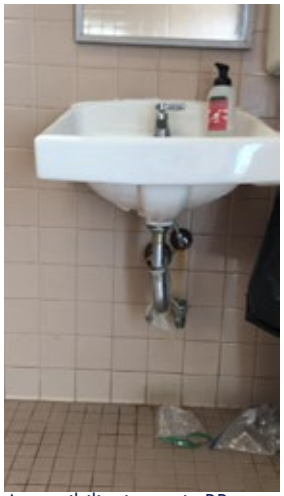
RECOMMENDATIONS

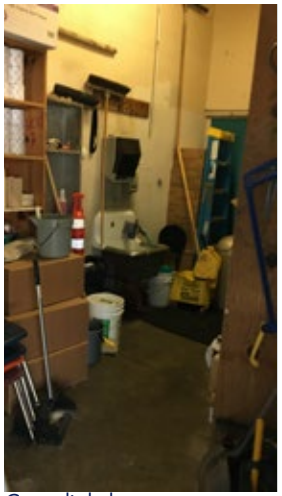
- Redesign multi-purpose room to accommodate needs for fewer lunch periods as well as performances and assemblies for students and/or parents.
- Resize kitchen to meet food service requirements.
- Improve room acoustics.
- Provide covered outdoor space for outdoor lunches and PE.

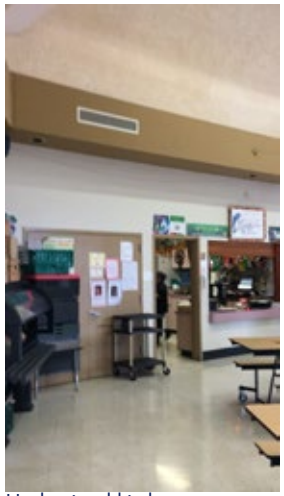
The Multi-Purpose building is not adequately sized to serve the needs of the school, requiring three lunch periods and limiting usage of the stage. We recommend including an indoor/outdoor connection with a covered outdoor space to increase capacity and offer space for PE instruction when room is in use. The restrooms should be improved for better access from the playground and supervision.

CONDITIONS RATINGS

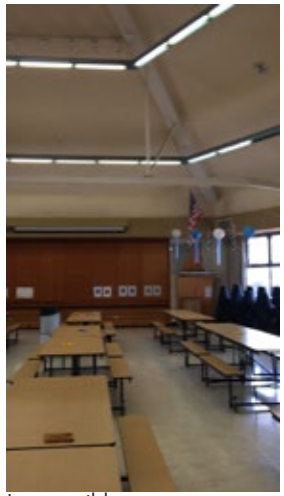



Accessibility issues in RR


Custodial closet


Undersized kitchen


Blocked water heater


Inaccessible stage



Alvin S. Hatch Elementary School is committed to helping children become lifelong learners in an environment that values academic excellence and global understanding. The school provides two pathways of learning for students: a traditional English program and a Two-Way Bilingual Immersion program. Hatch ES had partnerships with Stanford University and the Amity Institute.



HATCH ELEMENTARY SCHOOL

SCHOOL DATA

Address:	490 Miramontes Ave Half Moon Bay, CA 94019
Current Enrollment (2019/2020):	552
Total Current Capacity:*	725
Total Classrooms:	29
Relocatable Classrooms:	0
Special Education Classrooms:	1

*Capacity assumes district goal of 25 students per classroom



HATCH ELEMENTARY SCHOOL

Kings Mountain Elementary School is located in Woodside, CA.



KINGS MOUNTAIN ELEMENTARY SCHOOL

SCHOOL DATA

Address:	211 Swett Rd Woodside, CA 94062
Current Enrollment (2019/2020):	50
Total Current Capacity:*	1250
Total Classrooms:	5
Relocatable Classrooms:	3
Special Education Classrooms:	0

*Capacity assumes district goal of 25 students per classroom



KINGS MOUNTAIN ELEMENTARY SCHOOL

APPENDIX A
MEETING NOTES

QUATTROCCHI KWOK ARCHITECTS

MEETING RECORD
1850.01

December 10, 2019 1:30 p.m. Farallone View Elementary School

Farallone View Elementary School

Visioning Session

Attendees:

Jenny Scarpaci	Teacher	scarpacij@cabrillo.k12.ca.us
Rachael Sage	Teacher	sager@cabrillo.k12.ca.us
Amy McVicker	Interim Principal	mcvickera@cabrillo.k12.ca.us
Angelle Heldmaier	APE/PE	gonzales_heldmaiera@cabrillo.k12.ca.us
Sherri Hall	Teacher	halls@cabrillo.k12.ca.us
Eric Denault	Teacher	denaulte@cabrillo.k12.ca.us
Lucy Navarro	Office Staff	navarrol@cabrillo.k12.ca.us
Sean McPhetridge	District	mcphetridges@cabrillo.k12.ca.us
James Crawford	Consultant	jcrawfordconsult@gmail.com
Mark Quattrocchi	QKA	markq@qka.com
Lyanne Schuster	QKA	lyannes@qka.com
Lindsey Swing	QKA	lindseys@qka.com

Introduction

- Initial overview of master planning process presented by Mark Quattrocchi and Lyanne Schuster. Presentation went over what to expect as QKA updates the Master Plan created in 2013, what QKA heard and observed during their initial site visit in October, and shared some design imagery of 21st century learning environments before moving into a guided conversation.
- According to the 2019 demographics report, population growth is not anticipated in the District. QKA discussed that recommendations will provide the school with the appropriate number of classrooms for projected enrollment.

Guided Conversation

- The first question Mark Q asked was what the group wanted their school to evoke at the entry. The responses included: welcome, happy, beachy, innovative, and environmental and community-focused. The school is the heart of Montara and they would like it to remain like a park integrated in the neighborhood for all to use on the weekends. They also would like to see the finishes to be warm to tie into the feeling of inviting.

- The conversation shifted to fencing and security and the group would like to see a balance with the school enclosed while in session but open and inviting the rest of the time. The current fence is an eyesore and there are security concerns with people camping on the perimeter of the school.
- The murals are a large part of the culture of the school and they would like to keep what they have and find new areas to have more. Many are quite old and former students visit the campus to see them. They are painted during Oceans Week.
- The residents enjoy being outdoors as much as possible, so building an indoor/outdoor connection is desired. The staff consider themselves to be "rural forward," which is a small rural town feel but heavily focused on being innovative and creative. They don't want it to be cookie cutter.
- Sustainability is very important to the school and district. Sean mentioned energy storage and waste diversion as goals of the district. The school has a HEAL program (an agricultural/culinary arts program) that would benefit from rainwater harvesting and a more centralized greenhouse/dedicated garden space. This program currently has its own classroom with hydroponic growing systems that is used once a week.
- The group would like the school to have a covered outdoor space for PE during inclement weather or when the multi-purpose room is being used. The multi-purpose room stage is used often for performing arts and dance, but is too small when adults attend which results in people standing outside.
- There was discussion about the desire to have a full kitchen, but it is not likely to be economically feasible. An alternative could be a proper warming kitchen to serve students with the capability for community events and possibly culinary arts instruction. This would tie into the school's HEAL program and the District's sustainability goals.
- The school does not currently have a clearly defined quad and the staff feel like the buildings are disjointed because of it. The staff desires the work to create a larger and more useable central quad for informal and formal student and community gatherings.
- The school does not use their field because of gophers.
- The staff does not want moveable walls between classrooms- they do not team- teach in their classrooms. The staff would prefer to have shared outdoor space with sinks, vs connected classrooms indoor. Occasionally the teachers will team teach outdoors.
- A maker space that opens up to the outdoors resonated with the teachers. An example that was brought up is the Cal Poly Preschool Learning Lab. They would like to have a program in the future that allows students to tinker and build with recycled materials.
- The outdoor space is split up into two to keep age groups apart; older kids to the west and younger ones to the east. There are two recess periods and their outdoor equipment needs to be upgraded. The gravel and blacktop cause injuries, so they would like it replaced with softer materials. An accessible outdoor amphitheater would be used for folk dancing, eating, and assemblies. Power and A/V are recommended. The outdoor space is also used for Christmas markets and bazaars for the community, and Oceans Week when the Coast Guard visits.
- The portables are too small for the class sizes in the 4th and 5th grades since they're loaded at 35 students.
- A sink is required in all classrooms, outdoor sinks would also be nice, and breakout spaces with visibility are desired. Breakout spaces can be shared by two classrooms.
- The admin consists of an admin assistant, bilingual liaison, and a counselor. The psychologist has their own room, which is currently oversized. There's also a Speech Therapist and Resource Specialist. A flex space for police, child protective services, etc. is needed. The flex space could serve as a conference room when not used as an office. An Occupational Therapist dedicated space is desired.
- For security and clear wayfinding, the admin would like the entry to the office to be off of the parking lot, and the nurse's station moved so that is it not front and center.
- There's a kindergarten enrichment program where students stay with a teacher for half a day and then split into two groups for smaller group instruction.

- The school has one science classroom with two science teachers: one for 5th grade and one for other grades.
- The art classroom is used once a week and the music/book room is used twice a week. These classes can be combined with the HEAL program to occupy one room if given enough storage.
- The committee would like a variety of desk heights for teachers and staff for those who would prefer to stand.
- A classroom is currently rented out to an after-school workshop program. Homework club occurs in the library and uses a smart board. The computer lab is no longer used now that students can use tablets so that room can be repurposed.
- The coastal atmosphere and sloping site provide opportunities to incorporate site drainage into an educational water feature.
- QKA added that building improvements would use durable, low maintenance materials while avoiding an institutional feeling.

Action Items

Distribution by email to attendees.

Next Meeting Date TBD: QKA will reach out to the principal to set up a second meeting that includes community members and those at this meeting, for further input.

Attachments

Sign in Sheet

QUATTROCCHI KWOK ARCHITECTS

MEETING RECORD
1850.01

December 17, 2019 2:00 p.m. El Granada Elementary School

El Granada Elementary School

Visioning Session

Attendees:

Yadira Haro	Para II Sp Ed	haroya@cabrillo.k12.ca.us
Rosalie Simrock	Teacher (2nd)	simrockr@cabrillo.k12.ca.us
Tatiana Smith	Teacher (1st)	smitht@cabrillo.k12.ca.us
Martha Ladd	Principal	laddm@cabrillo.k12.ca.us
Stacy Walsh	Teacher (3rd)	walshs@cabrillo.k12.ca.us
Julie Hamada	Para II Sp Ed	jhamada57@gmail.com
Katie Handelman	Teacher (SDC Preschool)	handelmank@cabrillo.k12.ca.us
Paul Farnsworth	Teacher (2nd)	farnsworthp@cabrillo.k12.ca.us
Sean McPhetridge	District Superintendent	mcphetridges@cabrillo.k12.ca.us
James Crawford	Consultant for Bond	jcrawfordconsult@gmail.com
Lyanne Schuster	QKA	lyannes@qka.com
Lindsey Swing	QKA	lindseys@qka.com

Introduction

- Initial overview of master planning process presented by Lyanne Schuster and Lindsey Swing. Presentation went over what to expect as QKA updates the Master Plan created in 2013, what QKA heard and observed during their initial site visit in October, and shared some design imagery of 21st century learning environments before moving into a guided conversation.
- According to the 2019 demographics report, population growth is not anticipated in the District. QKA discussed that recommendations will provide the school with the appropriate number of classrooms for projected enrollment.

Guided Conversation

- The first topic discussed was the condition of the current facility:
  - The principal said El Granada is a 21st century teaching staff in an 18th century facility and she would like the school to have the spaces and resources to match the innovation and creativity of the teachers.
  - The school is on the coast with whales migrating outside but portables are placed facing each other instead of the coast. They also block the view of the coast from other buildings on site.

- The office is not easily located and we were told the center of campus feels as though it is much deeper in the school than was potentially intended by the designers.
- Staff would like the campus to be secured with increased supervision of the outdoor spaces while remaining cognizant of the noise levels from recess.
- El Granada is an outdoor-centric school. Classroom and other teaching spaces that open up with breakout spaces are desired. Outdoor storage for items used in outdoor areas is acceptable in lieu of indoor storage for these items.
- El Granada considers itself a workshop-based school with very collaborative staff, but without informal spaces where teachers can be away from the students. Their current workspace is a hallway between classrooms.
- Sustainability is very important to the school and district. Dr. McPhetridge mentioned energy storage and waste diversion as goals of the district.
- The library is large enough but would needs more activity corners and access to the outdoors, potentially with a maker space.
- The portables are disliked and in poor condition but the staff is concerned about them being removed and not replaced. QKA clarified that the total number of classrooms required for the student population would not be decreased. There is some concern regarding the term "right-sizing".
- QKA clarified that the classroom loading factor used in planning would be per the District goal of 25
- Art is taught by grade-level teachers in their classrooms but music has its own room.
- Teachers would like to have a gardening program like Farallone View.
- The exterior lighting levels are too low and staff have to use their phones as flashlights to get around safely.
- The multi-use room is too small for the school and it's a challenge to pull out the stage, it is rarely used.
- Kids like eating outside and would benefit from having a covered outdoor space with tables. The school has three lunch periods due to the capacity of the food service and the playground: this is an issue for those who have to eat at 11am.
- The staff would like a second recess area and newer playground equipment so they can separate grades when they reduce their lunch periods. Kinder currently has its own quad.
- Like Farallone View, the field has a gopher problem and is rarely used.
- There is a problem with the color yellow attracting bees so staff would like to avoid yellow at exteriors
- Inclusion is important to the school. There are 3 special ed teachers and Special Day Classes would like to be closer to each other and central in the campus so that students fell they are part of the school community and so that SDC teachers can share resources.
- The restrooms at this school need to be assessed since supervision is low and the men's room is shared with students. Staff said the restrooms feel like outdoor truckstop restrooms and parents use the teachers' restrooms.
- QKA added that building improvements would use durable, low maintenance materials while avoiding an institutional feeling.

Action Items

- Distribution by email to attendees.
- Next Meeting Date TBD: QKA will reach out to the principal to set up a second meeting that includes community members and those at this meeting, for further input.

Attachments

- Sign in Sheet

QUATTROCCHI KWOK
ARCHITECTS

MEETING RECORD
1850.01

January 26, 2020

Cabrillo Unified District Facilities Assessment

Existing Facilities IT and Maintenance & Operations

January 21, 2020: Telephone Conference

Attendees:

Jesus Contreras	CUSD	contrerasj@cabrillo.k12.ca.us
Lyanne Schuster	QKA	lyannes@qka.com
Lindsey Swing	QKA	lindseys@qka.com
Stig (District IT)	CUSD	

Discussion Item 1 Technology

- General (Typically has been done at Hatch ES):
  - Current facilities have cat 5e cabling: upgrade to cat6 is needed
  - Fiber Optic upgrade is needed between buildings over 200' distance from MDF
- Farallone View and El Granada (in addition to General needs above):
  - Phone system is not good (it 'sucks'): follow up discussion
  - Provide ceiling outlets for WiFi hotspots at all classrooms
  - Min 2 outlets required per installation location (separate phone and internet).
  - Existing exterior cabling needs to be relocated inside
  - Fire Alarms have copper line between MDF and FA StationS -upgrade to fiber is needed.
    - FV MDF is located at the Office
    - El Granada MDFs are located at the Office and at the Maintenance/Restroom building

Discussion Item 2: Maintenance & Operations Existing Conditions

- Facilities Inspections tours of all sites are currently underway
  - Inspection reports are scheduled to be available by the end of January
  - Jesus is conducting tours with the Lead Custodian of each Site
    - Inspections and Report will be based on Williams Act standards
    - A copy of the report will be provided to QKA and can be included in the Assessment as a reference
    - QKA will review any follow-up questions with Jesus and his team

Action Items

Distribution by email to attendees and team

Next Meeting Date : TBD as needed

QUATTROCCHI KWOK ARCHITECTS

MEETING RECORD

1850.01

May 6, 2020 6:00 p.m. Zoom Meeting

Farallone View Elementary School

Community Meeting

Attendees:

Kelly Hoffman-Davis	PTO President	kelly@thegraphicworks.com
Amy McVicker	Principal	mcvickera@cabrillo.k12.ca.us
Sean McPhetridge	District	mcphetridges@cabrillo.k12.ca.us
James Crawford	Consultant	jcrawfordconsult@gmail.com
Mark Quattrocchi	QKA	markq@qka.com
Lyanne Schuster	QKA	lyannes@qka.com
Lindsey Swing	QKA	lindseys@qka.com
Community Members		

Introduction

- An overview of the master planning process including work to date and next steps was presented by Mark Quattrocchi
- Sean McPhetridge provided input from the District's perspective re: progress of the master plan plus district goals for sustainability and community involvement/partnerships
- Lyanne introduced the draft site master plan and described how the plan responds to the input received to date from District, school staff and the community.
- Participants provided feedback and questions via the chat window throughout the meeting.
- In addition, participants commented, asked questions, and provided feedback via audio after the presentation.

Community Comments

- Parking and access are important: the desire is for parking count to remain or increase.
- In addition to the school parking/pickup and drop-off area, there are two points of access along the existing fence and road that are currently used for turnaround. An easement onto the school property for the new turn around could be considered if building this off-site improvement was an issue.
- The District intends to provide a kitchen at each Elementary School. One of the sites may have a central kitchen facility to supply meals for all the elementary schools while the other site could maintain a warming kitchen with some meal preparation capacity. One of the District goals is to provide low-waste food options.
- Outdoor protected spaces at the second floor of the new classroom building for classroom use was considered a good idea.

- The location of the Kinder Play Area and Lower Grade Playground was a concern for one community member due to security considerations re: visual access from the adjacent public way. This concern will be addressed during design.
- New fencing will provide controlled campus access during school hours and allow community access during non-school hours.
- The school buildings and site should be accessible to the community after school and on the weekends. Appropriate spaces such as the multiuse building and library should be made available for rental use by the community.
- The location of the garden will be explored during design to provide adequate sunlight and protection from the wind.
- The majority of work at the field will be included in a later phase, after the buildings are modernized and constructed. A running path is proposed for the first phase.
- The buildings will be located to create a connection to the quad and avoid unsupervised areas.
- Functions that don't require a full-sized classroom will be appropriately sized in the Admin building.
- New building design to be sensitive to neighbors' concerns including considerations for color, materials, and shielded lighting. An option of softening neighbor views with landscaping or possibly a living wall on facades facing neighbors was discussed.
- There was discussion by two participants on the new classroom building location and even a single-story option. This was countered with concerns for impacts on the best location for teaching and also concerns for an oversized and vast quad that loses wind protection provided by the two-story classroom building. This can be further studied in design.
- There was support by the district and community for achieving the project's sustainability goals.
- Construction for the two schools will each be phased and may occur concurrently. Interim housing will be provided if and as needed.

Action Items

Next Meeting Date: May 27 Board Presentation

Attachments

Zoom chat notes

QKA Chat Notes FV Master Plan Review 5/6/20

From Mark Quattrocch... to Everyone:

6:15 PM

Hi All... this is Mark Quattrocchi from QKA. Feel free to use this chat during the presentation if you have thoughts or questions.

From Stephanie Sills... to Everyone:

6:20 PM

I'm glad to see that parking and drop-off areas are being redesigned, and the road along the east side of the school will be repaved. Both are much needed! Will the net number of parking spaces be increased, decreased or the same?

From Mark Quattrocch... to Everyone:

6:21 PM

Good question on parking... we agree that we cannot loose parking. There will be as many if not more parking spaces when this is complete.

From Angela&Kyle Ekb... to Everyone:

6:23 PM

Is it a kitchen where food can be cooked/made or is it only a place to warm/reheat?

From Sean McPhetridg... to Everyone:

6:23 PM

Our hope would be to prepare for a place where meals could be prepared in the future, both for school use and also for community use.

From Angela&Kyle Ekb... to Everyone:

6:24 PM

Thank you

From Sean McPhetridg... to Everyone:

6:25 PM

Our goal is to make it possible to be able to have the infrastructure for healthier and fresher food options with less waste diversion problems eventually!

From Monique Dail to Everyone:

6:25 PM

is there a cost factor for choosing 1 2-story building vs 2 1-story buildings?

Seems that we have lots of space with barely used field

for outdoor learning areas…

From Sean McPhetridg... to Everyone:

6:26 PM

There is a design advantage to two stories as there are no neighbor views blocked and there are views to be gained of the ocean on a second floor. Costs would be estimated and brought back.

From Ryan Houston to Everyone:

6:26 PM

I'm a little concerned that the play ares for the lower and kinder grade playgrounds have no buffer from view or access from the public right of way.

From karina lazorick... to Everyone:

6:27 PM

I like the two story building. For accessing views and for safety with fewer buildings and entry points.

From Lyanne Schuster... to Everyone:

6:27 PM

Ryan_ good point that can be addressed further in design- currently we show an ornamental fence as a barrier but visual buffers would be great

From Sean McPhetridg... to Everyone:

6:28 PM

That is a current issue as the school is currently designed, but agreed that it is a design factor.

From Ken Hibbits to Everyone:

6:29 PM

Sorry folks I am obviously not a fan of two stories as I am the closest neighbor. Is it necessary to have the 2 two story building? If so, can it be moved to the east and turned 90 degrees - that way the two story building is tucked behind the existing hill along Le Conte and not in the view corridor for home on Tamarind Street

From Monique Dail to Everyone:

6:29 PM

I like the seamless access to outdoors idea but thats why I was questioning a 2 story building vs 1 story where outdoors is easier to access...

From Mark Quattrocch... to Everyone:

6:30 PM

Regarding two story construction - surprisingly two story and one story construction are similar costs. Plus this allows more of the teaching spaces to face the quad. we wanted to avoid classrooms behind this new building, as you have now

From karina lazorick... to Everyone:

6:31 PM

What are the concerns with the garden location as shown?

right. Sun from the south winds more often from the north. Thanks.

From Ryan Houston to Everyone:

6:31 PM

Is there a reason that the new 2 story building wouldn't be rotated and pushed up against the hillside with more of the play and courtyard areas gaining views.

From Rachael Sage to Everyone:

6:33 PM

Will the field and play areas still be accessible to community members during non-school hours?

From Sean McPhetridg... to Everyone:

6:34 PM

The goal is to keep access for community after school and during weekends

From Rachael Sage to Everyone:

6:34 PM

Yay! Thank you!

From Ryan Houston to Everyone:

6:34 PM

bring the site plan up again?

From karina lazorick... to Everyone:

6:34 PM

Can we see the site plan again?

From Sean McPhetridg... to Everyone:

6:34 PM

The goal is also to provide modernized buildings for use by the community as meeting spaces, something that is not really available now.

From karina lazorick... to Everyone:

6:35 PM

I agree the two story also keeps the campus more connected/compact

From Kristy Cropper to Everyone:

6:37 PM

What is the timeline for the construction to begin/end?

From Rachael Sage to Everyone:

6:37 PM

Wonderful. The school is such a vital part of the town and utilizing it for more community engagement will be so valued.

From Sean McPhetridg... to Everyone:

6:39 PM

Timeline is to get board approval and then seek bids for design and build. I can't speak to how long it would take after that, but it is a multi-year project like Hatch!

From Leni Liakos to Everyone:

6:41 PM

Which site will be constructed first, EG or Farralone? Has it been decided where students will be taught when construction is started?

From Sean McPhetridg... to Everyone:

6:46 PM

That is a logistics question that would require planning after this facilities master plan work. I would hope that we could not do one school before/after the other but that we would phase construction (as done at Hatch) to allow for both campuses to exist and be worked on simultaneously. It would be logistically difficult I think to have students on one campus while one was being built, so I think this would have to be phased with plans for interim housing of students while work was being done on buildings. But that is outside my level of expertise!

From Monique Dail to Everyone:

6:50 PM

What are the plans for the field area?

From Sean McPhetridg... to Everyone:

6:51 PM

The field area would be a different phase of work as we are focused on modernization and new construction of instructional areas.

From Monique Dail to Everyone:

6:51 PM

it isn’t really used as is. Will it be revamped or could we spread the campus further north?

From Sean McPhetridg... to Everyone:

6:51 PM

There is talk about designing improved path around the field for walking/running.

From Monique Dail to Everyone:

6:53 PM

so the building areas footprint will remain unchanged, no potential to expand into current field area some?

From Sean McPhetridg... to Everyone:

6:57 PM

The problem with moving buildings north into the field (as I understand it) is the loss of future field space that could be renovated and brought to use and the increased problem with sightlines and supervision.

There is the idea of keeping the power of place and keeping the quad connected and not making for spaces where kids could get lost or not be seen.

I think we also have to remember that we are planning for a right-sized campus for what won't be much more than 200-250 students in future years. Moreover, we think we need to keep some field space for what might be available for school and community use later.

From Lisa Zanette to Everyone:

6:58 PM

has any consideration; been given to smaller class space for psychologist, reading intervention, etc...

From Sean McPhetridg... to Everyone:

6:59 PM

I believe there will be break-out spaces to help accommodate for those needs.

From Lyanne Schuster... to Everyone:

6:59 PM

Lisa- yes, these would all be appropriately sized for their functions

From Rachael Sage to Everyone:

6:59 PM

Just a thought...and maybe this depends on enrollment. Is there a reason for the upper and the lower playground? Could there just be one larger playground?

From Lyanne Schuster... to Everyone:

7:00 PM

I would defer to the District on this question!

From Sean McPhetridg... to Everyone:

7:00 PM

I think that is more a function of what people have grown accustomed to with regard to providing spaces for different grades to play.

From Rachael Sage to Everyone:

7:00 PM

OK, thanks!

From Sean McPhetridg... to Everyone:

7:01 PM

I think teachers like to have some spaces for their students to be separated because of activity levels.

If you combine the spaces, that is a constraint because there aren't distinguished spaces.

From Rachael Sage to Everyone:

7:02 PM

Yes. Totally makes sense. Thank you.

From Sean McPhetridg... to Everyone:

7:03 PM

I think I hear that one of the chief design takeaways is considering placement of the two-story building, whether that be further north or further east, right?

From Thad Baker to Everyone:

7:05 PM

I agree with Ken. Moving it north would help. That hillside grade rises quickly.

From Mark Quattrocch... to Everyone:

7:05 PM

I agree Sean that a big takeaway is to recognize that during design we should study options for where to place the new classroom building. With 3D visualization we can look at view impacts and balance that to its location for a sense of community.

From Monique Dail to Everyone:

7:06 PM

wasn’t there also discussion at the first community meeting about angling it to maximize views of both the ocean and the mountain?

From Sean McPhetridg... to Everyone:

7:08 PM

I think the angling of the building might also create problems with sight lines and places where kids could get lost.

From Ken Hibbits to Everyone:

7:09 PM

What is the fencing type please? listed as new fence and Fence E

From Sean McPhetridg... to Everyone:

7:10 PM

We need to remember that some of the roofs might also be used for solar generation potentially.

From Ken Hibbits to Everyone:

7:11 PM

If you go with one story the rooftop open space would be cool

From Sean McPhetridg... to Everyone:

7:12 PM

If we are to realize our hope for net zero campus, then we have to have some solar generation/storage. That might be on some buildings and not others, and there otherwise might be a need for solar carports in the parking lot if it wasn't on the rooftops.

From Ken Hibbits to Everyone:

7:14 PM

Thanks

From Thad Baker to Everyone:

7:19 PM

Could you provide alternative single story designs as well?

From Sean McPhetridg... to Everyone:

7:21 PM

I think there will be a lot more work in design to explore other permutations, but I also know we are trying to get it in front of the Board so we can get started with their approval to seek design/build bids.

From Ken Hibbits to Everyone:

7:21 PM

thank you!

From Lyanne Schuster... to Everyone:

7:21 PM

Thad: I believe this has been brought up in the conversation as well, potentially showing a dashed “possibility”

From Sean McPhetridg... to Everyone:

7:22 PM

GGRA as I understand it

I think it is their jurisdiction

From Rachael Sage to Everyone:

7:26 PM

Thank you for the time and for listening!

QUATTROCCHI KWOK ARCHITECTS

MEETING RECORD

1850.01

May 12, 2020 6:00 p.m. Zoom Meeting

El Granada Elementary School

Community Meeting

Attendees:

Martha Ladd	Principal	laddm@cabrillo.k12.ca.us
Sean McPhetridge	District	mcphetridges@cabrillo.k12.ca.us
James Crawford	Consultant	jcrawfordconsult@gmail.com
Mark Quattrocchi	QKA	markq@qka.com
Lyanne Schuster	QKA	lyannes@qka.com
Lindsey Swing	QKA	lindseys@qka.com
Community Members		

Introduction

- Overview of master planning process and work to date presented by Mark Quattrocchi and Sean McPhetridge. Presentation went over what to expect as QKA updates the Master Plan created in 2013, what QKA heard from staff and community members in the previous meetings, and showed the proposed master plan before opening it up to comments.

Community Comments

- Parking and student drop-off will be redesigned with cars entering from West entrance.
- Bicycle parking will be provided and District is working on building a connection to the existing coastal bike path.
- The District intends on providing kitchens at the schools with a central kitchen facility supplying them with low-waste food options.
- The field would be a later phase after the buildings are modernized and constructed, but an improved running path is proposed. The question of vandalism to buildings after hours and providing internal fencing came up and will be considered in design with the District.
- Restrooms will be provided throughout the campus. Staff and community use restrooms will be made available in the new Library and Multi-Purpose buildings. Gender neutral restrooms have been discussed in previous meetings with the District.
- Functions that don't require a full-sized classroom will be appropriately sized in the Admin building.
- New buildings to be sensitive to neighbors.
- Covered walkways to be provided and direct water flow away from walking paths.
- Classrooms will be provided with a sink as is standard in elementary schools.

- The number of exits from each classroom to be considered for safety and could mean exiting to an adjacent classroom if a secondary exterior door is not provided.
- Maker and Science classrooms to have a folding wall connection.

Action Items

Next Meeting Date: May 27 with Board members

Attachments

APPENDIX B
COST ESTIMATE DETAILS

CABRILLO UNIFIED SCHOOLS DISTRICT

FARALLONE VIEW ELEMENTARY SCHOOL
EL GRANADA ELEMENTARY SCHOOL

Based on review & analysis of:

FACILITIES ASSESSMENT

Report Prepared for:

QUATTROCCHI KWOK ARCHITECTS

May 19, 2020

REVISION B.

REVISED VERSION

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REFERENCE DOCUMENTATION

This construction cost estimate was produced from Facilities Assesment Documents. Design and engineering changes occurring subsequent to the issue of these documents have not been incorporated in this estimate.

Document	Received Date
- CUSD FMP Progess Draft	April 23, 2020

PROJECT DESCRIPTION

We understand the scope of our services is to prepare an opinion of probable cost for two proposed Cabrillo Unified School District school projects at Farallone View Elementary School and El Granada Elementary School.

We understand the scope of work to range from renovation of existing buildings to construction of new buildings. The scope of work varies school to school. Our proposal assumes that only one design option will be proposed for each school.

BASIS FOR PRICING

This estimate reflects the fair construction value for this project and should not be construed as a prediction of low bid. Prices are based on local prevailing wage construction costs at the time the estimate was prepared. Pricing assumes a procurement process with competitive bidding for all sub-trades of the construction work, which is to mean a minimum of 3 bids for all subcontractors and materials/equipment suppliers. If fewer bids are solicited or received, prices can be expected to be higher. Conversely in the current competitive market should a larger number of sub-bids be received (i.e. 6 and above) pricing can expected to be lower than the current estimate.

Subcontractor's markups have been included in each line item unit price. Markups cover the cost of field overhead, home office overhead and subcontractor's profit. Subcontractor's markups typically range from 15% to 25% of the unit price depending on market conditions.

General Contractor's/Construction Manager's Site Requirement costs are calculated on a percentage basis. General Contractor's/Construction Manager's Jobsite Management costs are also calculated on a percentage basis.

Site Requirements *3.0%*

Jobsite Management *7.0%*

Phasing *3.0%*

Phasing includes for the building being active while works are carried out. Also, taking into account the potential of services being relocation or temporary suspended.

General Contractor's/Construction Manager's overhead and fees are based on a percentage of the total direct costs plus general conditions, and covers the contractor's bond, insurance, site office overheads and profit.

Insurance & Bonding *2.5%*
General Contractor Bonding
Sub-Contractor Bonding

Fee (G.C. Profit) *7.0%*

Unless identified otherwise, the cost of such items as overtime, shift premiums and construction phasing are not included in the line item unit price.

This cost estimate is based on standard industry practice, professional experience and knowledge of the local construction market costs. TBD Consultants have no control over the material and labor costs, contractors methods of establishing prices or the market and bidding conditions at the time of bid. Therefore TBD Consultants do not guarantee that the bids received will not vary from this cost estimate.

CONTINGENCY

Design Contingency *20.0%*

The Design Contingency is carried to cover scope that lacks definition and scope that is *anticipated* to be added to the Design. As the Design becomes more complete the Design Contingency will reduce.

Construction Contingency *EXC*

The Construction Contingency is carried to cover the unforeseen during construction execution and Risks that do not currently have mitigation plans. As Risks are mitigated, Construction Contingency can be reduce, but should not be eliminated.

An owners contingency has not been included in this construction cost estimate, but it is advised that the owner carry additional contingency to cover scope change, bidding conditions, claims and delays.

Soft Costs *30.0%*

Soft costs are carried to cover the unforeseen during construction execution and risks that do not currently have mitigation plans. This includes construction contingency and owner project contingencies

Bidding Contingency *EXC* *(Recommended to review at bid stage)*

Given the volatile bidding market we recommend a review of bidding conditions prior to bid date. Depending on prevailing conditions it may be prudent to include a bidding contingency.

ESCALATION

Escalation *15.0%* *Simple Rate (5% per Annum)*

Escalation has been added to the estimate to reflect the anticipated increases in labor and materials up until the mid point of construction. Construction mid-point is assumed to be mid 2023, 3 years from date of this estimate.

This calculation does not account for adverse bidding conditions and a separate Bid Contingency should be carried if there are limited qualified bidders or if a market research study indicates.

EXCLUSIONS

- Land acquisition, feasibility studies, financing costs and all other owner costs
- All professional fees and insurance
- Site surveys, existing condition reports and soils investigation costs
- Items identified in the design as Not In Contract [NIC]
- Hazardous materials investigations
- Utility company back charges, including work required off-site and utilities rates
- Work to City streets and sidewalks
- Items defined as Vendor / Owner supplied and Vendor / Owner installed
- LEED Fees
- Permits
- Owners contingency
- Overtime, 2nd shift and lost productivity premiums
- Design Fees
- PG & E Fees
- No art allowance applied
- Owner soft costs
- Headend equipment for tele data
- Branding allowance
- Bad ground earthworks & remediation
- FF& E Budget
- Art installation
- Equipmnet taken as OFOI
- Swing space (phasing)

ITEMS THAT MAY AFFECT THIS ESTIMATE

Such items include, but are not limited to the following:

- Modifications to the scope of work subsequent to the preparation of this estimate
- Unforeseen subsurface conditions
- Special requirements for site access, off-hour work or phasing activities
- Restrictive technical specifications, excessive contract or non-competitive bid conditions
- Sole source specifications for materials or products
- Bid approvals delayed beyond the anticipated project schedule

FARALLONE VIEW ELEMENTARY SCHOOL

DESCRIPTION	ENCLOSED AREA (SF)	COVERED AREA (SF)	GSF	PERIMETER (LF)	HEIGHT (LF)	EXTERIOR SKIN (SF)	COMMENTS
BUILDING TABULATION							
EXISTING BUILDINGS							
- ADMINISTRATION & KINDERGARTEN	10,000		10,000	435	15	6,525	
- LIBRARY/ STUDENT UNION	5,300		5,300	300	15	4,500	
NEW BUILDINGS							
- TWO STORY CLASSROOMS	24,250	1,845	25,173	615	30	18,450	Assume 3'-0" overhang
- MULTI-PURPOSE/ GYM	7,050	1,050	7,575	350	20	7,000	Assume 3'-0" overhang
SITE							
- COVERED OUTDOOR AREA		2,000	2,000				
BUILDINGS TOTAL			**50,048**				
GENERAL SITE AREA							
- GROSS	540,000			**3,340**			
- NET	491,400						

GRAND SUMMARY

DESCRIPTION	%	GSF	$ / SF	TOTAL	COMMENTS
BASE ESTIMATES					
EXISTING BUILDINGS					
- ADMINISTRATION & KINDERGARTEN	13.5%	10,000	$580.66	**$5,806,564**	
- LIBRARY/ STUDENT UNION	7.7%	5,300	$629.31	**$3,335,344**	
NEW BUILDINGS					
- TWO STORY CLASSROOMS	47.1%	25,173	$806.45	**$20,300,351**	Inc. demo of exist. bldg.
- MULTI-PURPOSE/ GYM	16.1%	7,575	$914.01	**$6,923,630**	Inc. demo of exist. bldg.
SITE					
- COVERED OUTDOOR AREA	1.2%			**$534,461**	
- SITEWORK	14.4%			**$6,206,048**	
GRAND TOTAL CONSTRUCTION COSTS				**$43,106,398**	**Exc. Bid Contingency**
BIDDING CONTINGENCY					Excluded
SOFT COSTS	30%			$12,931,919	
GRAND TOTAL CONSTRUCTION COSTS INC. SOFT COSTS				**$56,038,318**	

ALTERNATES SUMMARY

ADMINISTRATION & KINDERGARTEN		
- ALTERNATE - REPAIRS TO EXIT. ROOF IN LIEU OF NEW (NET DEDUCT)	-$290,282	Exc. soft cost
LIBRARY/ STUDENT UNION		
- ALTERNATE - REPAIRS TO EXIT. ROOF IN LIEU OF NEW (NET DEDUCT)	-$153,850	Exc. soft cost

tbd consultants
Project Management | Construction Cost Management

Date: May 19, 2020
Estimator: TDV/ BT/ DJ
GSF: 10,000

UNIFORMAT SUMMARY - ADMIN. & KINDERGARTEN (EXIST.)

	SECTION	%	TOTAL	$ / SF	COMMENTS
	10 FOUNDATIONS				
	20 BASEMENT CONSTRUCTION				
A	**SUBSTRUCTURE**				
	10 SUPERSTRUCTURE				
	20 EXTERIOR ENCLOSURE	15.8%	$536,188	$53.62	
	30 ROOFING	8.0%	$272,625	$27.26	
B	**SHELL**	**23.8%**	**$808,813**	**$80.88**	
	10 INTERIOR CONSTRUCTION	11.0%	$375,000	$37.50	
	20 STAIRS				
	30 INTERIOR FINISHES	12.8%	$435,000	$43.50	
C	**INTERIORS**	**23.8%**	**$810,000**	**$81.00**	
	10 CONVEYING				
	20 PLUMBING	4.4%	$150,000	$15.00	
	30 HVAC	17.6%	$600,000	$60.00	
	40 FIRE PROTECTION	2.4%	$80,000	$8.00	
	50 ELECTRICAL	20.6%	$700,000	$70.00	
D	**SERVICES**	**45.0%**	**$1,530,000**	**$153.00**	
	10 EQUIPMENT				
	20 FURNISHINGS	2.4%	$82,625	$8.26	
E	**EQUIPMENT + FURNISHINGS**	**2.4%**	**$82,625**	**$8.26**	
	10 SPECIAL CONSTRUCTION				
	20 SELECTIVE BUILDING DEMOLITION	5.0%	$169,100	$16.91	
F	**SPECIAL CONSTRUCTION + DEMOLITION**	**5.0%**	**$169,100**	**$16.91**	
	10 SITE PREPARATION				
	20 SITE IMPROVEMENTS				
	30 SITE MECHANICAL UTILITIES				
	40 SITE ELECTRICAL UTILITIES				
	50 OTHER SITE CONSTRUCTION				
G	**BUILDING SITEWORK**				
DIRECT COSTS		**100.0%**	**$3,400,538**	**$340.05**	
	SITE REQUIREMENTS	3.0%	$102,016	$10.20	
	JOBSITE MANAGEMENT	7.0%	$238,038	$23.80	
	PHASING	3.0%	$102,016	$10.20	
	ESTIMATE SUB-TOTAL		**$3,842,607**	**$384.26**	
	INSURANCE + BONDING	2.5%	$96,065	$9.61	
	FEE	7.0%	$268,983	$26.90	
	ESTIMATE SUB-TOTAL		**$4,207,655**	**$420.77**	
	DESIGN CONTINGENCY	20.0%	$841,531	$84.15	
	CONSTRUCTION CONTINGENCY	EXC			
	ESTIMATE SUB-TOTAL		**$5,049,186**	**$504.92**	
	ESCALATION	15.0%	$757,378	$75.74	
ESTIMATE TOTAL			**$5,806,564**	**$580.66**	total add-ons 70.75%

ESTIMATE DETAIL - ADMIN. & KINDERGARTEN (EXIST.)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
1							
2		**FOUNDATIONS**		NA			No works anticipated
3							
4		**FOUNDATIONS**					**$0 / SF**
5							
6		**BASEMENT CONSTRUCTION**		NA			No works anticipated
7							
8		**BASEMENT CONSTRUCTION**					**$0 / SF**
9							
10		**SUPERSTRUCTURE**		NA			No work anticipated
11							
12		**SUPERSTRUCTURE**					**$0 / SF**
13							
14		**EXTERIOR ENCLOSURE**					
15							
16		Exterior Walls					**$22.68**
17		Repairs & new finishes to exist. wall system	4,894	SF	30.00	146,813	
18		Reconfigure office entrance - allowance	1	LS	50,000.00	50,000	
19							
20		Exterior Doors					**$6.40**
21		New single door - allowance	1	LS	30,000.00	30,000	
22		New double door - allowance	1	LS	18,000.00	18,000	
23		New hardware and accessories - allowance	1	LS	16,000.00	16,000	
24							
25		Exterior Windows					**$1.70**
26		Replace exist. glazing w/ new	1,631	SF	115.00	187,594	Inc. removal of exist. (qty assumed)
27		Premium for operable	1,631	SF	25.00	40,781	
28		New glazing at entrance reconfigure - allowance	1	LS	15,000.00	15,000	
29							
30		Misc. Items					**$56.82**
31		ADA compliant signages - allowance	1	LS	2,000.00	2,000	
32		Misc. external sealant & finishes	10,000	GSF	0.50	5,000	
33		Miscellaneous corrosion treatment	10,000	GSF	2.50	25,000	
34							
35		**EXTERIOR ENCLOSURE**				**536,188**	**$53.62 / SF**
36							
37		**ROOFING**					
38							
39		Roof Covering					
40		BUR flat roofing system	10,000	GSF	20.00	200,000	See alternates for deduct
41							
42		Misc. Items					**$3.26**
43		Misc. roofing Items	10,000	GSF	4.00	40,000	Penetrations, hatches, misc. flashing etc.
44		Misc. repairs to facias, soffits & guttering after works to exterior skin complete	435	LF	75.00	32,625	Details unknown
45							
46		**ROOFING**				**272,625**	**$27.26 / SF**
47							
48		**INTERIOR CONSTRUCTION**					
49							
50		Interior Partitions					
51		New partitions - allowance	10,000	SF	20.00	200,000	
52		Repairs to exist. partition walls & furring	10,000	SF	1.50	15,000	
53							
54		Interior Doors					
55		New single doors & frames - allowance	1	LS	40,000.00	40,000	
56		New compliant hardware & accessories - allowance	1	LS	20,000.00	20,000	
57							
58		Internal Glazing					
59		New interior glazing - allowance	1	LS	20,000.00	20,000	
60							
61		Internal Openings		NA			
62							

ESTIMATE DETAIL - ADMIN. & KINDERGARTEN (EXIST.)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
63		Guardrails, Handrails & Protection					
64		Wall protection - allowance	10,000	SF	0.50	5,000	
65							
66		Specialties					**$4.50**
67		Restroom cubicles & accessories - allowance	1	LS	10,000.00	10,000	
68		White board & tack board - allowance	1	LS	35,000.00	35,000	
69							
70		Misc. Items					**$3.00**
71		Interior accessible compliant room signages and wayfinding signages	10,000	GSF	1.00	10,000	
72		Misc. specialties - allowance	10,000	GSF	1.00	10,000	
73		Misc. fine carpentry	10,000	GSF	1.00	10,000	
74							
75		**INTERIOR CONSTRUCTION**				**375,000**	**$37.5 / SF**
76							
77		**STAIRS**		NA			
78							
79		**STAIRS**					**$0 / SF**
80							
81		**INTERIOR FINISHES**					
82							
83		Interior Finishes					**$40.50**
84		Wall finishes	10,000	GSF	7.50	75,000	Paint, tile at RR & Acoustic Treat
85		Floor finishes inc. base	10,000	GSF	15.00	150,000	Carpet/ Res. & tile at RR
86		Ceiling finishes	10,000	GSF	18.00	180,000	Acoustic & gyp at RR
87							
88		Misc. Items					**$3.00**
89		Misc. interior sealants & caulking	10,000	GSF	1.50	15,000	
90		Painting touch up	10,000	GSF	0.50	5,000	
91		Final Cleanup	10,000	GSF	1.00	10,000	
92							
93		**INTERIOR FINISHES**				**435,000**	**$43.5 / SF**
94							
95		**CONVEYING**		NA			No work anticipated
96							
97		**CONVEYING**					**$0 / SF**
98							
99		**PLUMBING**					
100							
101		Plumbing Requirements	10,000	GSF	15.00	150,000	
102							
103		**PLUMBING**				**150,000**	**$15 / SF**
104							
105		**HVAC**					
106							
107		HVAC Requirements	10,000	GSF	60.00	600,000	
108							
109		**HVAC**				**600,000**	**$60 / SF**
110							
111		**FIRE PROTECTION**					
112							
113		FP Requirements	10,000	GSF	8.00	80,000	
114							
115		**FIRE PROTECTION**				**80,000**	**$8 / SF**
116							
117		**ELECTRICAL**					
118							
119		Electrical Requirements	10,000	GSF	70.00	700,000	
120							
121		**ELECTRICAL**				**700,000**	**$70 / SF**
122							
123		**EQUIPMENT**		EXC			All new equip. OFOI. Rough-in for AV inc. in electrical budget

ESTIMATE DETAIL - ADMIN. & KINDERGARTEN (EXIST.)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
124							
125		**EQUIPMENT**					**$0 / SF**
126							
127		**FURNISHINGS**					
128							
129		Casework/ Cabinets & Shelving					
130		New casework - allowance	10,000	GSF	3.50	35,000	
131		Shelving & storage - allowance	1	LS	15,000.00	15,000	
132							
133		Window shades					
134		New roller window shades	1,631	SF	20.00	32,625	
135							
136		**FURNISHINGS**				**82,625**	**$8.26 / SF**
137							
138		**SPECIAL CONSTRUCTION**		NA			
139							
140		**SPECIAL CONSTRUCTION**					**$0 / SF**
141							
142		**SELECTIVE DEMOLITION**					
143							
144		Selective Building Demolition					
145		Demo. for new entry	1	LS	8,000.00	8,000	
146		Demo. to building exterior, inc. doors, sidings etc. - allowance	6,525	SF	4.00	26,100	
147		Full-gut demo. to exist. interior construction, finishes, furnishings etc. throughout	10,000	GSF	7.00	70,000	
148		Demo. exisit. roof covering	10,000	GSF	3.00	30,000	
149							
150		Misc. Items					
151		Hazmat - allowance	10,000	GSF	2.50	25,000	
152		Misc. saw cutting & repairs to exist. SOG - allowance	10,000	GSF	1.00	10,000	
153		Remove & reinstall exist. furnishings, equipment etc.		EXC			Assume with FF&E budget
154							
155		**SELECTIVE BUILDING DEMOLITION**				**169,100**	**$16.91 / SF**
156							
157		**SITE PREPARATION**		NA			No work anticipated
158							
159		**SITE PREPARATION**					**$0 / SF**
160							
161		**SITE IMPROVEMENT**		NA			No work anticipated
162							
163		**SITE IMPROVEMENTS**					**$0 / SF**
164							
165		**SITE MECHANICAL UTILITIES**		NA			No work anticipated
166							
167		**SITE MECHANICAL UTILITIES**					**$0 / SF**
168							
169		**SITE ELECTRICAL UTILITIES**		NA			No work anticipated
170							
171		**SITE ELECTRICAL UTILITIES**					**$0 / SF**
172							
173		**OTHER SITE CONSTRUCTION**		NA			No work anticipated
174							
175		**OTHER SITE CONSTRUCTION**					**$0 / SF**

UNIFORMAT SUMMARY - LIBRARY & STUDENT UNION (EXIST.)

	SECTION	%	TOTAL	$ / SF	COMMENTS
	10 FOUNDATIONS				
	20 BASEMENT CONSTRUCTION				
A	**SUBSTRUCTURE**				
	10 SUPERSTRUCTURE				
	20 EXTERIOR ENCLOSURE	16.0%	$312,150	$58.90	
	30 ROOFING	7.7%	$149,700	$28.25	
B	**SHELL**	**23.6%**	**$461,850**	**$87.14**	
	10 INTERIOR CONSTRUCTION	10.9%	$212,500	$40.09	
	20 STAIRS	0.3%	$5,000	$0.94	
	30 INTERIOR FINISHES	11.8%	$230,550	$43.50	
C	**INTERIORS**	**22.9%**	**$448,050**	**$84.54**	
	10 CONVEYING				
	20 PLUMBING	5.4%	$106,000	$20.00	
	30 HVAC	20.4%	$397,500	$75.00	
	40 FIRE PROTECTION	2.2%	$42,400	$8.00	
	50 ELECTRICAL	17.6%	$344,500	$65.00	
D	**SERVICES**	**45.6%**	**$890,400**	**$168.00**	
	10 EQUIPMENT				
	20 FURNISHINGS	3.4%	$66,050	$12.46	
E	**EQUIPMENT + FURNISHINGS**	**3.4%**	**$66,050**	**$12.46**	
	10 SPECIAL CONSTRUCTION	0.4%	$8,000	$1.51	
	20 SELECTIVE BUILDING DEMOLITION	4.0%	$78,950	$14.90	
F	**SPECIAL CONSTRUCTION + DEMOLITION**	**4.5%**	**$86,950**	**$16.41**	
	10 SITE PREPARATION				
	20 SITE IMPROVEMENTS				
	30 SITE MECHANICAL UTILITIES				
	40 SITE ELECTRICAL UTILITIES				
	50 OTHER SITE CONSTRUCTION				
G	**BUILDING SITEWORK**				
DIRECT COSTS		**100.0%**	**$1,953,300**	**$368.55**	
	SITE REQUIREMENTS	3.0%	$58,599	$11.06	
	JOBSITE MANAGEMENT	7.0%	$136,731	$25.80	
	PHASING	3.0%	$58,599	$11.06	
	ESTIMATE SUB-TOTAL		**$2,207,229**	**$416.46**	
	INSURANCE + BONDING	2.5%	$55,181	$10.41	
	FEE	7.0%	$154,506	$29.15	
	ESTIMATE SUB-TOTAL		**$2,416,916**	**$456.02**	
	DESIGN CONTINGENCY	20.0%	$483,383	$91.20	
	CONSTRUCTION CONTINGENCY	EXC			
	ESTIMATE SUB-TOTAL		**$2,900,299**	**$547.23**	
	ESCALATION	15.0%	$435,045	$82.08	
ESTIMATE TOTAL			**$3,335,344**	**$629.31**	total add-ons 70.75%

ESTIMATE DETAIL - LIBRARY & STUDENT UNION (EXIST.)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
1							
2		**FOUNDATIONS**		NA			No work anticipated
3							
4		**FOUNDATIONS**					**$0 / SF**
5							
6		**BASEMENT CONSTRUCTION**		NA			No work anticipated
7							
8		**BASEMENT CONSTRUCTION**					**$0 / SF**
9							
10		**SUPERSTRUCTURE**		NA			No work anticipated
11							
12		**SUPERSTRUCTURE**					**$0 / SF**
13							
14		**EXTERIOR ENCLOSURE**					
15							
16		Exterior Walls					**$21.93**
17		Repairs & new finishes to exist. wall system	3,375	SF	30.00	101,250	
18							
19		Exterior Doors					**$6.79**
20		New single door - allowance	1	LS	15,000.00	15,000	
21		New double door - allowance	1	LS	12,000.00	12,000	
22		New hardware and accessories - allowance	1	LS	9,000.00	9,000	
23							
24		Exterior Windows					**$30.00**
25		Replace exist. glazing w/ new	1,125	SF	115.00	129,375	Inc. removal of exist. (qty assumed)
26		Premium for operable	1,125	SF	25.00	28,125	
27							
28		Misc. Items					**$62.18**
29		ADA compliant signages - allowance	1	LS	1,500.00	1,500	
30		Misc. external sealant & finishes	5,300	GSF	0.50	2,650	
31		Miscellaneous corrosion treatment	5,300	GSF	2.50	13,250	
32							
33		**EXTERIOR ENCLOSURE**				**312,150**	**$58.9 / SF**
34							
35		**ROOFING**					
36							
37		Roof Covering					
38		BUR flat roofing system	5,300	GSF	20.00	106,000	See alternates for deduct
39							
40		Misc. Items					**$4.25**
41		Misc. roofing Items	5,300	GSF	4.00	21,200	Penetrations, hatches, misc. flashing etc.
42		Misc. repairs to facias, soffits & guttering after works to exterior skin complete	300	SF	75.00	22,500	
43							
44		**ROOFING**				**149,700**	**$28.25 / SF**
45							
46		**INTERIOR CONSTRUCTION**					
47							
48		Interior Partitions					**$21.50**
49		New partitions - allowance	5,300	GSF	20.00	106,000	
50		Repairs to exist. partition walls & furring	5,300	GSF	1.50	7,950	
51							
52		Interior Doors					**$7.55**
53		New single doors & frames - allowance	1	LS	30,000.00	30,000	
54		New compliant hardware & accessories - allowance	1	LS	10,000.00	10,000	
55							
56		Internal Glazing					
57		Interior glazing - allowance	1	LS	10,000.00	10,000	Repairs & new
58							
59		Internal Openings		NA			
60							
61		Guardrails, Handrails & Protection					
62		Wall protection - allowance	5,300	GSF	0.50	2,650	
63							

ESTIMATE DETAIL - LIBRARY & STUDENT UNION (EXIST.)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
64		Specialties					**$5.66**
65		Restroom cubicles & accessories - allowance	1	LS	10,000.00	10,000	
66		White board & tack board - allowance	1	LS	20,000.00	20,000	
67							
68		Misc. Items					**$3.00**
69		Interior accessible compliant room signages and wayfinding signages	5,300	GSF	1.00	5,300	
70		Misc. specialties - allowance	5,300	GSF	1.00	5,300	
71		Misc. fine carpentry	5,300	GSF	1.00	5,300	
72							
73		**INTERIOR CONSTRUCTION**				**212,500**	**$40.09 / SF**
74							
75		**STAIRS**					
76							
77		Stair Construction					
78		Interior stair repairs & new finishes - allowance	1	LS	5,000.00	5,000	
79							
80		**STAIRS**				**5,000**	**$0.94 / SF**
81							
82		**INTERIOR FINISHES**					
83							
84		Interior Finishes					**$40.50**
85		Wall finishes	5,300	GSF	7.50	39,750	Paint, tile at RR & Acoustic Treat
86		Floor finishes inc. base	5,300	GSF	15.00	79,500	Carpet/ Res. & tile at RR
87		Ceiling finishes	5,300	GSF	18.00	95,400	Acoustic & gyp at RR
88							
89		Misc. Items					**$3.00**
90		Misc. interior sealants & caulking	5,300	GSF	1.50	7,950	
91		Painting touch up	5,300	GSF	0.50	2,650	
92		Final Cleanup	5,300	GSF	1.00	5,300	
93							
94		**INTERIOR FINISHES**				**230,550**	**$43.5 / SF**
95							
96		**CONVEYING**		NA			No work anticipated
97							
98		**CONVEYING**					**$0 / SF**
99							
100		**PLUMBING**					
101							
102		Plumbing Requirements	5,300	GSF	20.00	106,000	
103							
104		**PLUMBING**				**106,000**	**$20 / SF**
105							
106		**HVAC**					
107							
108		HVAC Requirements	5,300	GSF	75.00	397,500	
109							
110		**HVAC**				**397,500**	**$75 / SF**
111							
112		**FIRE PROTECTION**					
113							
114		FP Requirements	5,300	GSF	8.00	42,400	
115							
116		**FIRE PROTECTION**				**42,400**	**$8 / SF**
117							
118		**ELECTRICAL**					
119							
120		Electrical Requirements	5,300	GSF	65.00	344,500	
121							
122		**ELECTRICAL**				**344,500**	**$65 / SF**
123							

ESTIMATE DETAIL - LIBRARY & STUDENT UNION (EXIST.)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
124		**EQUIPMENT**		EXC			All new equip. OFOI. Rough-in for AV inc. in electrical budget
125							
126		**EQUIPMENT**					**$0 / SF**
127							
128		**FURNISHINGS**					
129							
130		Casework/ Cabinets & Shelving					
131		New casework - allowance	5,300	GSF	3.50	18,550	
132		Library shelving & storage - allowance	1	LS	25,000.00	25,000	
133							
134		Window shades					
135		New roller window shades	1,125	SF	20.00	22,500	
136							
137		**FURNISHINGS**				**66,050**	**$12.46 / SF**
138							
139		**SPECIAL CONSTRUCTION**					
140							
141		Existing Stage					
142		Repair & new finishes/ furnishings to exist. stage - allowance	1	LS	8,000.00	8,000	
143							
144		**SPECIAL CONSTRUCTION**				**8,000**	**$1.51 / SF**
145							
146		**SELECTIVE DEMOLITION**					
147							
148		Selective Building Demolition					
149		Demo. to building exterior, inc. doors, sidings etc. - allowance	4,500	SF	4.00	18,000	
150		Full-gut demo. to exist. interior construction, finishes, furnishings etc. throughout	5,300	GSF	5.00	26,500	
151		Demo. exist.. roof covering	5,300	GSF	3.00	15,900	
152							
153		Misc. Items					
154		Hazmat - allowance	5,300	GSF	2.50	13,250	
155		Misc. saw cutting & repairs to exist. SOG - allowance	5,300	GSF	1.00	5,300	
156		Remove & reinstall exist. furnishings, equipment etc.		EXC			
157							
158		**SELECTIVE BUILDING DEMOLITION**				**78,950**	**$14.9 / SF**
159							
160		**SITE PREPARATION**		NA			See sitework
161							
162		**SITE PREPARATION**					**$0 / SF**
163							
164		**SITE IMPROVEMENT**		NA			See sitework
165							
166		**SITE IMPROVEMENTS**					**$0 / SF**
167							
168		**SITE MECHANICAL UTILITIES**		NA			No work anticipated
169							
170		**SITE MECHANICAL UTILITIES**					**$0 / SF**
171							
172		**SITE ELECTRICAL UTILITIES**		NA			No work anticipated
173							
174		**SITE ELECTRICAL UTILITIES**					**$0 / SF**
175							
176		**OTHER SITE CONSTRUCTION**		NA			No work anticipated
177							
178		**OTHER SITE CONSTRUCTION**					**$0 / SF**

tbd consultants
Project Management | Construction Cost Management

Date: May 19, 2020
Estimator: TDV/ BT/ DJ
GSF: 25,173

UNIFORMAT SUMMARY - TWO STORY CLASSROOMS (NEW)

	SECTION	%	TOTAL	$ / SF	COMMENTS
	10 FOUNDATIONS	6.5%	$767,761	$30.50	
	20 BASEMENT CONSTRUCTION				
A	**SUBSTRUCTURE**	**6.5%**	**$767,761**	**$30.50**	
	10 SUPERSTRUCTURE	17.1%	$2,032,679	$80.75	
	20 EXTERIOR ENCLOSURE	14.3%	$1,700,218	$67.54	
	30 ROOFING	3.8%	$453,512	$18.02	
B	**SHELL**	**35.2%**	**$4,186,409**	**$166.31**	
	10 INTERIOR CONSTRUCTION	9.1%	$1,081,163	$42.95	
	20 STAIRS	0.3%	$40,000	$1.59	
	30 INTERIOR FINISHES	9.8%	$1,170,063	$46.48	
C	**INTERIORS**	**19.3%**	**$2,291,225**	**$91.02**	
	10 CONVEYING	1.3%	$150,000	$5.96	
	20 PLUMBING	4.7%	$553,795	$22.00	
	30 HVAC	11.6%	$1,384,488	$55.00	
	40 FIRE PROTECTION	1.7%	$201,380	$8.00	
	50 ELECTRICAL	15.9%	$1,887,938	$75.00	
D	**SERVICES**	**35.1%**	**$4,177,600**	**$165.96**	
	10 EQUIPMENT				
	20 FURNISHINGS	1.4%	$165,000	$6.55	
E	**EQUIPMENT + FURNISHINGS**	**1.4%**	**$165,000**	**$6.55**	
	10 SPECIAL CONSTRUCTION				
	20 SELECTIVE BUILDING DEMOLITION	1.7%	$200,100	$7.95	
F	**SPECIAL CONSTRUCTION + DEMOLITION**	**1.7%**	**$200,100**	**$7.95**	
	10 SITE PREPARATION	0.5%	$55,538	$2.21	
	20 SITE IMPROVEMENTS				
	30 SITE MECHANICAL UTILITIES	0.3%	$35,000	$1.39	
	40 SITE ELECTRICAL UTILITIES	0.1%	$10,000	$0.40	
	50 OTHER SITE CONSTRUCTION				
G	**BUILDING SITEWORK**	**0.8%**	**$100,538**	**$3.99**	
DIRECT COSTS		**100.0%**	**$11,888,633**	**$472.29**	
	SITE REQUIREMENTS	3.0%	$356,659	$14.17	
	JOBSITE MANAGEMENT	7.0%	$832,204	$33.06	
	PHASING	3.0%	$356,659	$14.17	
	ESTIMATE SUB-TOTAL		**$13,434,155**	**$533.68**	
	INSURANCE + BONDING	2.5%	$335,854	$13.34	
	FEE	7.0%	$940,391	$37.36	
	ESTIMATE SUB-TOTAL		**$14,710,400**	**$584.38**	
	DESIGN CONTINGENCY	20.0%	$2,942,080	$116.88	
	CONSTRUCTION CONTINGENCY	EXC			
	ESTIMATE SUB-TOTAL		**$17,652,479**	**$701.26**	
	ESCALATION	15.0%	$2,647,872	$105.19	
ESTIMATE TOTAL			**$20,300,351**	**$806.45**	total add-ons 70.75%

ESTIMATE DETAIL - TWO STORY CLASSROOMS (NEW)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
1							
2		**FOUNDATIONS**					
3							
4		Spread Footings and Grade Beams	25,173	GSF	20.00	503,450	
5							
6		Slab-On-Grade	12,586	SF	16.00	201,380	Two story
7							
8		Misc. Foundation Items	25,173	GSF	2.50	62,931	Slab depressions, slab drainage, thickening at edges, elevator pit etc.
9							
10		**FOUNDATIONS**				**767,761**	**$30.5 / SF**
11							
12		**BASEMENT CONSTRUCTION**		NA			
13							
14		**BASEMENT CONSTRUCTION**					**$0 / SF**
15							
16		**SUPERSTRUCTURE**					
17							
18		Roof & Floor Construction					
19		Structural steel frame w/ metal decking & concrete fill	25,173	GSF	75.00	1,887,938	As per email 05/13/2020
20							
21		Misc. Items					
22		Misc. rough carpentry	25,173	GSF	2.50	62,931	
23		Misc. metals	25,173	GSF	1.50	37,759	
24		Premium for exposed steel to be galvanized	25,173	GSF	1.75	44,052	
25							
26		**SUPERSTRUCTURE**				**2,032,679**	**$80.75 / SF**
27							
28		**EXTERIOR ENCLOSURE**					
29							
30		Exterior Walls					
31		Cement plaster wall system	13,838	SF	70.00	968,625	See partitions for drywall
32							
33		Exterior Doors					**$2.22**
34		Single doors & frames	1	LS	30,000.00	30,000	Allowed for approx. 10 single
35		Double doors & frames	1	LS	12,000.00	12,000	Allowed for approx. 2 double
36		Hardware and accessories - allowance	1	LS	14,000.00	14,000	
37							
38		Exterior Glazing					**$17.92**
39		Storefront	461	SF	115.00	53,044	
40		Window	4,151	SF	95.00	394,369	
41		UV film at storefront	461	SF	8.00	3,690	
42							
43		Exterior Soffits & Facias					
44		Allow for soffits	1,845	SF	40.00	73,800	Covered area
45		Parapet & coping - allowance	1	LS	50,000.00	50,000	At flat roof
46							
47		Misc. Items					
48		Exterior signage - allowance	25,173	GSF	1.00	25,173	
49		Misc. external sealant & finishes	25,173	GSF	0.50	12,586	
50		Miscellaneous corrosion treatment	25,173	GSF	2.50	62,931	
51							
52		**EXTERIOR ENCLOSURE**				**1,700,218**	**$67.54 / SF**
53							
54		**ROOFING**					
55							
56		Roof Coverings					
57		Standing seam metal roofing system, inc. sheet metal flashing	8,382	SF	32.00	268,224	60% of roof area
58		BUR flat roofing system	5,588	SF	20.00	111,760	40% of roof area
59							
60		Low Roof, Sunshades & Canopies					
61		Entry canopies - allowance	1	LS	40,000.00	40,000	
62							

ESTIMATE DETAIL - TWO STORY CLASSROOMS (NEW)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
63		Misc. Roofing Items	8,382	SF	4.00	33,528	Penetrations, hatches, misc. flashing etc.
64							
65		**ROOFING**				**453,512**	**$18.02 / SF**
66							
67		**INTERIOR CONSTRUCTION**					
68							
69		Interior Partitions					
70		Partitions- allowance	24,250	SF	25.00	606,250	
71		Drywall furring to inside face of exterior wall	13,838	SF	9.00	124,538	
72							
73		Interior Doors					
74		Single doors - allowance	1	LS	60,000.00	60,000	
75		Double doors - allowance	1	LS	24,000.00	24,000	
76		Compliant hardware & accessories - allowance	1	LS	28,000.00	28,000	
77							
78		Internal Glazing					
79		Internal glazing - allowance	1	LS	40,000.00	40,000	
80							
81		Internal Openings		NA			
82							
83		Guardrails, Handrails & Protection					
84		Wall protection - allowance	24,250	SF	0.50	12,125	
85							
86		Specialties					**$2.58**
87		Restroom cubicles & accessories - allowance	1	LS	20,000.00	20,000	Assume on both floors
88		White board & tack board - allowance	1	LS	45,000.00	45,000	
89							
90		Misc. Items					**$4.82**
91		Interior accessible compliant room signages and wayfinding signages	24,250	SF	1.00	24,250	
92		Misc. specialties - allowance	24,250	SF	3.00	72,750	
93		Misc. fine carpentry	24,250	SF	1.00	24,250	
94							
95		**INTERIOR CONSTRUCTION**				**1,081,163**	**$42.95 / SF**
96							
97		**STAIRS**					
98							
99		Stair Construction					
100		Exterior stair, metal construction, inc. railings & finishes	1	LS	40,000.00	40,000	As per comments
101							
102		**STAIRS**				**40,000**	**$1.59 / SF**
103							
104		**INTERIOR FINISHES**					
105							
106		Interior Finishes					**$43.83**
107		Wall finishes	24,250	SF	7.50	181,875	Paint, tile at RR & Acoustic Treat
108		Floor finishes inc. base	24,250	SF	20.00	485,000	Carpet/ Res. & tile at RR & v protec.
109		Ceiling finishes	24,250	SF	18.00	436,500	Acoustic & gyp at RR
110							
111		Misc. Items					**$2.65**
112		Interior sealants & caulking - allowance	24,250	SF	1.25	30,313	
113		Painting touch up	24,250	SF	0.50	12,125	
114		Final Cleanup	24,250	SF	1.00	24,250	
115							
116		**INTERIOR FINISHES**				**1,170,063**	**$46.48 / SF**
117							
118		**CONVEYING**					
119							
120		Elevator & Lifts					
121		New passenger elevator , 2 stops	1	EA	150,000.00	150,000	
122							
123		**CONVEYING**				**150,000**	**$5.96 / SF**

ESTIMATE DETAIL - TWO STORY CLASSROOMS (NEW)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
124							
125		**PLUMBING**					
126							
127		Plumbing Requirements	25,173	GSF	22.00	553,795	
128							
129		**PLUMBING**				**553,795**	**$22 / SF**
130							
131		**HVAC**					
132							
133		HVAC Requirements	25,173	GSF	55.00	1,384,488	
134							
135		**HVAC**				**1,384,488**	**$55 / SF**
136							
137		**FIRE PROTECTION**					
138							
139		FP Requirements	25,173	GSF	8.00	201,380	
140							
141		**FIRE PROTECTION**				**201,380**	**$8 / SF**
142							
143		**ELECTRICAL**					
144							
145		Electrical Requirements	25,173	GSF	75.00	1,887,938	
146							
147		**ELECTRICAL**				**1,887,938**	**$75 / SF**
148							
149		**EQUIPMENT**		EXC			All new equip. OFOI. Rough-in for AV inc. in electrical budget
150							
151		**EQUIPMENT**					**$0 / SF**
152							
153		**FURNISHINGS**					
154							
155		Casework/ Cabinets & Shelving					
156		Casework/ cabinets & shelving - allowance	24,250	SF	3.00	72,750	
157							
158		Window shades					
159		New roller window shades	4,613	SF	20.00	92,250	
160							
161		**FURNISHINGS**				**165,000**	**$6.55 / SF**
162							
163		**SPECIAL CONSTRUCTION**		NA			
164							
165		**SPECIAL CONSTRUCTION**					**$0 / SF**
166							
167		**SELECTIVE DEMOLITION**					
168							
169		Building Demolition					
170		Demolition of exist. Bldg. C	8,700	SF	18.00	156,600	Single story
171							
172		Hazardous Components Abatement					
173		Hazardous material abatement prior to demolition of existing building - allowance	8,700	SF	5.00	43,500	
174							
175		**SELECTIVE BUILDING DEMOLITION**				**200,100**	**$7.95 / SF**
176							
177		**SITE PREPARATION**					
178							
179		Site Clearing					Net area after bldg. C demo.
180		Site clearing & prep. Inc. hardscaping	15,550	SF	2.00	31,100	
181		Misc. demo - allowance	1	LS	5,000.00	5,000	
182		Rough & fine grading	15,550	SF	1.25	19,438	
183							
184		**SITE PREPARATION**				**55,538**	**$2.21 / SF**
185							

ESTIMATE DETAIL - TWO STORY CLASSROOMS (NEW)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
186		**SITE IMPROVEMENTS**		NA			See sitework
187							
188		**SITE IMPROVEMENTS**					**$0 / SF**
189							
190		**SITE MECHANICAL UTILITIES**					New connections to existing
191							
192		Domestic Cold Water	1	LS	7,500.00	7,500	
193							
194		Fire Water	1	LS	7,500.00	7,500	
195							
196		Sanitary Sewer	1	LS	10,000.00	10,000	
197							
198		Storm Drainage	1	LS	10,000.00	10,000	
199							
200		**SITE MECHANICAL UTILITIES**				**35,000**	**$1.39 / SF**
201							
202		**SITE ELECTRICAL UTILITIES**					New connections to existing
203							
204		Electrical Requirements	1	LS	10,000.00	10,000	
205							
206		**SITE ELECTRICAL UTILITIES**				**10,000**	**$0.4 / SF**
207							
208		**OTHER SITE CONSTRUCTION**		NA			No work anticipated
209							
210		**OTHER SITE CONSTRUCTION**					**$0 / SF**

FARALLONE VIEW ELEMENTARY SCHOOL
1100 Le Conte Ave, Montara
CA 94037

FACILITIES ASSESSMENT

Date: May 19, 2020
Estimator: TDV/ BT/ DJ
GSF: 7,575

UNIFORMAT SUMMARY - MULTI-PRUPOSE & GYM (NEW)

	SECTION	%	TOTAL	$ / SF	COMMENTS
	10 FOUNDATIONS	7.2%	$291,638	$38.50	
	20 BASEMENT CONSTRUCTION				
A	**SUBSTRUCTURE**	**7.2%**	**$291,638**	**$38.50**	
	10 SUPERSTRUCTURE	15.1%	$613,575	$81.00	
	20 EXTERIOR ENCLOSURE	18.0%	$730,900	$96.49	
	30 ROOFING	6.9%	$280,620	$37.05	
B	**SHELL**	**40.1%**	**$1,625,095**	**$214.53**	
	10 INTERIOR CONSTRUCTION	8.9%	$360,325	$47.57	
	20 STAIRS				
	30 INTERIOR FINISHES	10.1%	$409,913	$54.11	
C	**INTERIORS**	**19.0%**	**$770,238**	**$101.68**	
	10 CONVEYING				
	20 PLUMBING	2.8%	$113,625	$15.00	
	30 HVAC	12.1%	$492,375	$65.00	
	40 FIRE PROTECTION	1.5%	$60,600	$8.00	
	50 ELECTRICAL	11.2%	$454,500	$60.00	
D	**SERVICES**	**27.6%**	**$1,121,100**	**$148.00**	
	10 EQUIPMENT				
	20 FURNISHINGS	1.0%	$42,150	$5.56	
E	**EQUIPMENT + FURNISHINGS**	**1.0%**	**$42,150**	**$5.56**	
	10 SPECIAL CONSTRUCTION	0.6%	$25,000	$3.30	
	20 SELECTIVE BUILDING DEMOLITION	3.2%	$128,800	$17.00	
F	**SPECIAL CONSTRUCTION + DEMOLITION**	**3.8%**	**$153,800**	**$20.30**	
	10 SITE PREPARATION	0.1%	$5,713	$0.75	
	20 SITE IMPROVEMENTS				
	30 SITE MECHANICAL UTILITIES	0.9%	$35,000	$4.62	
	40 SITE ELECTRICAL UTILITIES	0.2%	$10,000	$1.32	
	50 OTHER SITE CONSTRUCTION				
G	**BUILDING SITEWORK**	**1.3%**	**$50,713**	**$6.69**	
DIRECT COSTS		**100.0%**	**$4,054,733**	**$535.28**	
	SITE REQUIREMENTS	3.0%	$121,642	$16.06	
	JOBSITE MANAGEMENT	7.0%	$283,831	$37.47	
	PHASING	3.0%	$121,642	$16.06	
	ESTIMATE SUB-TOTAL		**$4,581,848**	**$604.86**	
	INSURANCE + BONDING	2.5%	$114,546	$15.12	
	FEE	7.0%	$320,729	$42.34	
	ESTIMATE SUB-TOTAL		**$5,017,123**	**$662.33**	
	DESIGN CONTINGENCY	20.0%	$1,003,425	$132.47	
	CONSTRUCTION CONTINGENCY	EXC			
	ESTIMATE SUB-TOTAL		**$6,020,548**	**$794.79**	
	ESCALATION	15.0%	$903,082	$119.22	
ESTIMATE TOTAL			**$6,923,630**	**$914.01**	total add-ons 70.75%

ESTIMATE DETAIL - MULTI-PRUPOSE & GYM (NEW)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
1							
2		**FOUNDATIONS**					
3							
4		Spread Footings and Grade Beams	7,575	GSF	20.00	151,500	
5							
6		Slab-On-Grade	7,575	GSF	16.00	121,200	Single story
7							
8		Misc. Foundation Items	7,575	GSF	2.50	18,938	Slab depressions, slab drainage, thickening at edges, elevator pit etc.
9							
10		**FOUNDATIONS**				**291,638**	**$38.5 / SF**
11							
12		**BASEMENT CONSTRUCTION**		NA			
13							
14		**BASEMENT CONSTRUCTION**					**$0 / SF**
15							
16		**SUPERSTRUCTURE**					
17							
18		Roof & Floor Construction					
19		Structural steel frame w/ metal decking & concrete fill	7,575	GSF	75.00	568,125	As per email 05/13/2020
20							
21		Misc. Items					
22		Misc. rough carpentry	7,575	GSF	2.50	18,938	
23		Misc. metals	7,575	GSF	1.50	11,363	
24		Premium for exposed steel to be galvanized	7,575	GSF	2.00	15,150	
25							
26		**SUPERSTRUCTURE**				**613,575**	**$81 / SF**
27							
28		**EXTERIOR ENCLOSURE**					
29							
30		Exterior Walls					
31		Cement plaster wall system	5,250	SF	70.00	367,500	See partitions for drywall
32							
33		Exterior Doors					**$6.34**
34		Single doors & frames	1	LS	24,000.00	24,000	
35		Double doors & frames	1	LS	12,000.00	12,000	
36		Hardware and accessories - allowance	1	LS	12,000.00	12,000	
37							
38		Exterior Glazing					**$26.15**
39		Storefront	350	SF	95.00	33,250	
40		Clerestory	350	SF	110.00	38,500	
41		Window	1,050	SF	115.00	120,750	
42		UV film at storefront	700	SF	8.00	5,600	
43							
44		Exterior Soffits & Facias					
45		Allow for soffits	1,050	SF	40.00	42,000	Covered area
46		Parparet & coping - allowance	1	LS	45,000.00	45,000	At flat roof
47							
48		Misc. Items					
49		Exterior signage - allowance	7,575	GSF	1.00	7,575	
50		Misc. external sealant & finishes	7,575	GSF	0.50	3,788	
51		Miscellaneous corrosion treatment	7,575	GSF	2.50	18,938	
52							
53		**EXTERIOR ENCLOSURE**				**730,900**	**$96.49 / SF**
54							
55		**ROOFING**					
56							
57		Roof Coverings					
58		Standing seam metal roofing sytem, inc. sheet metal flashing	4,860	SF	32.00	155,520	60% of roof araa
59		BUR flat roofing system	3,240	SF	20.00	64,800	40% of roof araa
60							
61		Low Roof, Sunshades & Canopies					
62		Entry canopies - allowance	1	LS	30,000.00	30,000	
63							

ESTIMATE DETAIL - MULTI-PRUPOSE & GYM (NEW)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
64		Misc. Roofing Items	7,575	SF	4.00	30,300	Penetrations, hatches, misc. flasing etc.
65							
66		**ROOFING**				**280,620**	**$37.05 / SF**
67							
68		**INTERIOR CONSTRUCTION**					
69							
70		Interior Partitions					**$29.50**
71		Partitions- allowance	7,050	SF	25.00	176,250	
72		Drywall furring to inside face of exterior wall	5,250	SF	9.00	47,250	
73							
74		Interior Doors					**$7.39**
75		Single doors - allowance	1	LS	30,000.00	30,000	Assume 10 single doors
76		Double doors - allowance	1	LS	12,000.00	12,000	Assume double doors
77		Compliant hardware & accessories - allowance	1	LS	14,000.00	14,000	
78							
79		Internal Glazing					
80		Internal galzing - allowance		NA			No work anticipated
81							
82		Internal Openings		NA			
83							No work anticipated
84		Guardrails, Handrails & Protection					
85		Allowance for wall protection	7,050	SF	1.50	10,575	Gym.
86							
87		Specialties					**$4.62**
88		Restroom cubicles & accessories - allowance	1	LS	10,000.00	10,000	
89		White board & tack board - allowance	1	LS	25,000.00	25,000	
90							
91		Misc. Items					**$4.65**
92		Interior accessible compliant room signages and wayfinding signages	7,050	SF	1.00	7,050	
93		Misc. specialties - allowance	7,050	SF	3.00	21,150	
94		Misc. fine carpentry	7,050	SF	1.00	7,050	
95							
96		**INTERIOR CONSTRUCTION**				**360,325**	**$47.57 / SF**
97							
98		**STAIRS**		NA			No work anticipated
99							
100		**STAIRS**					**$0 / SF**
101							
102		**INTERIOR FINISHES**					
103							
104		Interior Finishes					**$50.16**
105		Wall finishes	7,575	SF	12.00	90,900	Paint, tile at RR & Acoust Treat
106		Floor finishes inc. base	7,050	SF	25.00	176,250	Wood flooring at gym , Vap barrier
107		Ceiling finishes	7,050	SF	16.00	112,800	Acoustic & gyp.
108							
109		Misc. Items					**$3.96**
110		Misc. gym floor markings	7,050	SF	1.50	10,575	
111		Interior sealants & caulking - allowance	7,050	SF	1.25	8,813	
112		Painting touch up	7,050	SF	0.50	3,525	
113		Final Cleanup	7,050	SF	1.00	7,050	
114							
115		**INTERIOR FINISHES**				**409,913**	**$54.11 / SF**
116							
117		**CONVEYING**		NA			
118							
119		**CONVEYING**					**$0 / SF**
120							
121		**PLUMBING**					
122							
123		Plumbing Requirements	7,575	SF	15.00	113,625	
124							

ESTIMATE DETAIL - MULTI-PRUPOSE & GYM (NEW)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
125		**PLUMBING**				**113,625**	**$15 / SF**
126							
127		**HVAC**					
128							
129		HVAC Requirements	7,575	SF	65.00	492,375	
130							
131		**HVAC**				**492,375**	**$65 / SF**
132							
133		**FIRE PROTECTION**					
134							
135		FP Requirements	7,575	SF	8.00	60,600	
136							
137		**FIRE PROTECTION**				**60,600**	**$8 / SF**
138							
139		**ELECTRICAL**					
140							
141		Electrical Requirements	7,575	SF	60.00	454,500	
142							
143		**ELECTRICAL**				**454,500**	**$60 / SF**
144							
145		**EQUIPMENT**		EXC			All new equip. OFOI. Rough-im for AV inc. in electrical budget
146							
147		**EQUIPMENT**					**$0 / SF**
148							
149		**FURNISHINGS**					
150							
151		Casework/ Cabinets & Shelving					
152		Casework & cabinets - allowance	7,050	SF	3.00	21,150	
153							
154		Window shades & Curtians					
155		New roller window shades	1,050	SF	20.00	21,000	
156							
157		**FURNISHINGS**				**42,150**	**$5.56 / SF**
158							
159		**SPECIAL CONSTRUCTION**					
160							
161		Stage Construction					
162		Stage construction inc. finishes & curtain - allowance	1	LS	25,000.00	25,000	
163							
164		**SPECIAL CONSTRUCTION**				**25,000**	**$3.3 / SF**
165							
166		**SELECTIVE DEMOLITION**					
167							
168		Building Demolition					
169		Demolition of exist. Bldg. B	5,600	SF	18.00	100,800	Single story
170							
171		Hazardous Components Abatement					
172		Hazardous material abatement prior to demolition of existing building - allowance	5,600	SF	5.00	28,000	
173							
174		**SELECTIVE BUILDING DEMOLITION**				**128,800**	**$17 / SF**
175							
176		**SITE PREPARATION**					
177							
178		Site Clearing					Net area after bldg. B demo.
179		Site clearing & prep. Inc. hardcaping	1,450	SF	2.00	2,900	
180		Misc. demo - allowance	1	LS	1,000.00	1,000	
181		Rough & fine grading	1,450	SF	1.25	1,813	
182							
183		**SITE PREPARATION**				**5,713**	**$0.75 / SF**
184							
185		**SITE IMPROVEMENT**		NA			See site work

ESTIMATE DETAIL - MULTI-PRUPOSE & GYM (NEW)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
186							
187		**SITE IMPROVEMENTS**					**$0 / SF**
188							
189		**SITE MECHANICAL UTILITIES**					New connections to existing
190							
191		Domestic Cold Water	1	LS	7,500.00	7,500	
192							
193		Fire Water	1	LS	7,500.00	7,500	
194							
195		Sanitary Sewer	1	LS	10,000.00	10,000	
196							
197		Storm Drainage	1	LS	10,000.00	10,000	
198							
199		**SITE MECHANICAL UTILITIES**				**35,000**	**$4.62 / SF**
200							
201		**SITE ELECTRICAL UTILITIES**					New connections to existing
202							
203		Electrical Requirements	1	LS	10,000.00	10,000	
204							
205		**SITE ELECTRICAL UTILITIES**				**10,000**	**$1.32 / SF**
206							
207		**OTHER SITE CONSTRUCTION**		NA			No work anticipated
208							
209		**OTHER SITE CONSTRUCTION**					**$0 / SF**

UNIFORMAT SUMMARY - COVERED OUTDOOR AREA

	SECTION	%	TOTAL	$ / SF	COMMENTS
	10 FOUNDATIONS				
	20 BASEMENT CONSTRUCTION				
A	**SUBSTRUCTURE**				
	10 SUPERSTRUCTURE				
	20 EXTERIOR ENCLOSURE				
	30 ROOFING				
B	**SHELL**				
	10 INTERIOR CONSTRUCTION				
	20 STAIRS				
	30 INTERIOR FINISHES				
C	**INTERIORS**				
	10 CONVEYING				
	20 PLUMBING				
	30 HVAC				
	40 FIRE PROTECTION				
	50 ELECTRICAL				
D	**SERVICES**				
	10 EQUIPMENT				
	20 FURNISHINGS				
E	**EQUIPMENT + FURNISHINGS**				
	10 SPECIAL CONSTRUCTION				
	20 SELECTIVE BUILDING DEMOLITION				
F	**SPECIAL CONSTRUCTION + DEMOLITION**				
	10 SITE PREPARATION	1.6%	$5,000	$2.50	
	20 SITE IMPROVEMENTS	87.2%	$273,000	$136.50	
	30 SITE MECHANICAL UTILITIES	4.8%	$15,000	$7.50	
	40 SITE ELECTRICAL UTILITIES	6.4%	$20,000	$10.00	
	50 OTHER SITE CONSTRUCTION				
G	**BUILDING SITEWORK**	**100.0%**	**$313,000**	**$156.50**	
DIRECT COSTS		**100.0%**	**$313,000**	**$156.50**	
	SITE REQUIREMENTS	3.0%	$9,390	$4.70	
	JOBSITE MANAGEMENT	7.0%	$21,910	$10.96	
	PHASING	3.0%	$9,390	$4.70	
	ESTIMATE SUB-TOTAL		**$353,690**	**$176.85**	
	INSURANCE + BONDING	2.5%	$8,842	$4.42	
	FEE	7.0%	$24,758	$12.38	
	ESTIMATE SUB-TOTAL		**$387,291**	**$193.65**	
	DESIGN CONTINGENCY	20.0%	$77,458	$38.73	
	CONSTRUCTION CONTINGENCY	EXC			
	ESTIMATE SUB-TOTAL		**$464,749**	**$232.37**	
	ESCALATION	15.0%	$69,712	$34.86	
ESTIMATE TOTAL			**$534,461**	**$267.23**	total add-ons 70.75%

ESTIMATE DETAIL - COVERED OUTDOOR AREA

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
1							
2		**SITE PREPARATION**					
3							
4		Site Clearing					
5		Site clearing & prep. Inc. hardscaping	2,000	SF	2.00	4,000	
6		Misc. demo - allowance	1	LS	1,000.00	1,000	
7							
8		**SITE PREPARATION**				**5,000**	**$2.5 / SF**
9							
10		**SITE IMPROVEMENTS**					
11							
12		Pedestrian Paving					
13		New concrete paving	2,000	SF	16.00	32,000	
14		Curbs & trims - allowance	1	LS	5,000.00	5,000	
15							
16		Site Structures					
17		New steel frame, open-sided shade structure w/ solid roof	2,000	SF	115.00	230,000	
18							
19		Site Furniture					
20		Fixed site furniture - allowance	1	LS	5,000.00	5,000	Trash/ recycling receptacles, benches, bollards etc.
21							
22		Misc. Items					
23		Site signage - allowance	1	LS	1,000.00	1,000	
24							
25		**SITE IMPROVEMENTS**				**273,000**	**$136.5 / SF**
26							
27		**SITE MECHANICAL UTILITIES**					
28							
29		Storm Drainage	1	LS	15,000.00	15,000	
30							
31		**SITE MECHANICAL UTILITIES**				**15,000**	**$7.5 / SF**
32							
33		**SITE ELECTRICAL UTILITIES**					
34							
35		Electrical Requirements	1	LS	20,000.00	20,000	Lighting
36							
37		**SITE ELECTRICAL UTILITIES**				**20,000**	**$10 / SF**
38							
39		**OTHER SITE CONSTRUCTION**		NA			
40							
41		**OTHER SITE CONSTRUCTION**					**$0 / SF**

UNIFORMAT SUMMARY - SITEWORK

	SECTION	%	TOTAL	$ / SF	COMMENTS
	10 FOUNDATIONS				
	20 BASEMENT CONSTRUCTION				
A	**SUBSTRUCTURE**				
	10 SUPERSTRUCTURE				
	20 EXTERIOR ENCLOSURE				
	30 ROOFING				
B	**SHELL**				
	10 INTERIOR CONSTRUCTION				
	20 STAIRS				
	30 INTERIOR FINISHES				
C	**INTERIORS**				
	10 CONVEYING				
	20 PLUMBING				
	30 HVAC				
	40 FIRE PROTECTION				
	50 ELECTRICAL				
D	**SERVICES**				
	10 EQUIPMENT				
	20 FURNISHINGS				
E	**EQUIPMENT + FURNISHINGS**				
	10 SPECIAL CONSTRUCTION				
	20 SELECTIVE BUILDING DEMOLITION	4.5%	$165,000	$0.34	
F	**SPECIAL CONSTRUCTION + DEMOLITION**	**4.5%**	**$165,000**	**$0.34**	
	10 SITE PREPARATION	10.4%	$376,700	$0.77	
	20 SITE IMPROVEMENTS	80.8%	$2,937,790	$5.98	
	30 SITE MECHANICAL UTILITIES	2.9%	$105,000	$0.21	
	40 SITE ELECTRICAL UTILITIES	1.4%	$50,000	$0.10	
	50 OTHER SITE CONSTRUCTION				
G	**BUILDING SITEWORK**	**95.5%**	**$3,469,490**	**$7.06**	
DIRECT COSTS		**100.0%**	**$3,634,490**	**$7.40**	
	SITE REQUIREMENTS	3.0%	$109,035	$0.22	
	JOBSITE MANAGEMENT	7.0%	$254,414	$0.52	
	PHASING	3.0%	$109,035	$0.22	
	ESTIMATE SUB-TOTAL		**$4,106,974**	**$8.36**	
	INSURANCE + BONDING	2.5%	$102,674	$0.21	
	FEE	7.0%	$287,488	$0.59	
	ESTIMATE SUB-TOTAL		**$4,497,136**	**$9.15**	
	DESIGN CONTINGENCY	20.0%	$899,427	$1.83	
	CONSTRUCTION CONTINGENCY	EXC			
	ESTIMATE SUB-TOTAL		**$5,396,563**	**$10.98**	
	ESCALATION	15.0%	$809,485	$1.65	
ESTIMATE TOTAL			**$6,206,048**	**$12.63**	total add-ons 70.75%

ESTIMATE DETAIL - SITEWORK

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
1							
2		**SELECTIVE DEMOLITION**					
3							
4		Building Demolition					
5		Demolition of exist. Bldg. D	5,500	SF	25.00	137,500	
6							
7		Hazardous Components Abatement					
8		Hazardous material abatement prior to demolition of existing building - allowance	5,500	SF	5.00	27,500	
9							
10		**SELECTIVE BUILDING DEMOLITION**				**165,000**	**$0.34 / SF**
11							
12		**SITE PREPARATION**					
13							
14		Site Clearing					
15		Site clearing & prep. inc. hardscaping	129,600	SF	1.25	162,000	
16							
17		Earthworks					
18		Rough & fine grading to require formation for accessibility	129,600	SF	1.00	129,600	
19							
20		Misc. items					
21		Provide temporary construction fence at various stages of construction at each building	3,340	LF	15.00	50,100	
22		Protection of existing items - allowance	1	LS	15,000.00	15,000	
23		Misc. demolition - allowance	1	LS	20,000.00	20,000	
24							
25		**SITE PREPARATION**				**376,700**	**$0.77 / SF**
26							
27		**SITE IMPROVEMENT**					
28							
29		Roadways/ Parking Lots					
30		New vehicle paving inc. curbs & markings - fire access	14,900	SF	18.00	268,200	
31		Reconfigure exist. parking lot, inc. new asphalt, curbs, landscaping, markings etc.	38,500	SF	12.00	462,000	
32							
33		Pedestrian Paving					
34		New paved outdoor	31,900	SF	14.00	446,600	
35		Repairs to exist. pedestrian paved area	25,320	SF	2.00	50,640	
36		New playground concrete paving inc. markings	24,950	SF	16.00	399,200	Upper, lower & kinder play area
37		Trims & transitions	2,450	LF	15.00	36,750	
38							
39		Site Structures					
40		New amphitheater - allowance	2,000	SF	125.00	250,000	Inc. new paving, seating & structure
41		New outdoor learning space - allowance	9,150	SF	75.00	686,250	Inc. new paving, seating & partial shade structures
42							
43		Boundary Treatments					
44		Security fencing inc., footings	350	LF	125.00	43,750	
45		Double gate inc. security hardware	1	PR	15,000.00	15,000	
46		Misc. fencing allowance, assumption fencing & gate around kindergarten play area	1	LS	25,000.00	25,000	
47							
48		Soft Landscaping					
49		Garden & planting area	8,200	SF	6.00	49,200	
50		Exist. landscaping at entrance, patch and place allowance	56,200	SF	0.75	42,150	
51		Exist. playing field		EXC			No works needed
52		Trim to garden & planting area	550	LF	15.00	8,250	
53		Irrigation (landscaped area only exc. field)	8,200	SF	4.00	32,800	Assume to new
54							
55		Street Furniture					
56		New Playground furniture		EXC			Assume FF&E budget

ESTIMATE DETAIL - SITEWORK

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
57		Fixed site furniture - allowance	1	LS	50,000	50,000	Trash/ recycling receptacles, benches, bollards etc.
58							
59		Misc. Items					
60		Site & ADA signage	1	LS	10,000.00	10,000	
61		SWPP - allowance	1	LS	50,000.00	50,000	
62		SWPP Maintenance	24	MO	500.00	12,000	Assumed total construction duration
63							
64		**SITE IMPROVEMENTS**				**2,937,790**	**$5.98 / SF**
65							
66		**SITE MECHANICAL UTILITIES**					
67							
68		Domestic Cold Water	1	LS	15,000.00	15,000	
69							
70		Fire Water	1	LS	20,000.00	20,000	
71							
72		Sanitary Sewer	1	LS	20,000.00	20,000	
73							
74		Storm Drainage	1	LS	50,000.00	50,000	
75							
76		**SITE MECHANICAL UTILITIES**				**105,000**	**$0.21 / SF**
77							
78		**SITE ELECTRICAL UTILITIES**					
79							
80		Electrical Requirements	1	LS	50,000.00	50,000	
81							
82		**SITE ELECTRICAL UTILITIES**				**50,000**	**$0.1 / SF**
83							
84		**OTHER SITE CONSTRUCTION**		NA			
85							
86		**OTHER SITE CONSTRUCTION**					**$0 / SF**

ALTERNATES DETAIL

REF	DESCRIPTION	%	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
1							
2	**ALTERNATE - REPAIRS TO EXIT. ROOF IN LIEU OF NEW (NET DEDUCT)**						**ADMINISTRATION & KINDERGARTEN**
3							
4	**ADD**						
5							
6	Repairs to exist. roof covering		10,000	SF	10.00	100,000	
7							
8	**DEDUCT**						
9							
10	BUR flat roofing system		-10,000	SF	20.00	-200,000	
11	Misc. roofing Items		-10,000	SF	4.00	-40,000	
12	Demo. exisit. roof covering		-10,000	SF	3.00	-30,000	
13							
14	SUB-TOTAL					-170,000	
15	MARK UPS	71%				-120,282	
16	**ALTERNATE - REPAIRS TO EXIT. ROOF IN LIEU OF NEW (NET DEDUCT)**					**-290,282**	
17							
18	**ALTERNATE - REPAIRS TO EXIT. ROOF IN LIEU OF NEW (NET DEDUCT)**						**LIBRARY/ STUDENT UNION**
19							
20	**ADD**						
21							
22	Repairs to exist. roof covering		5,300	SF	10.00	53,000	
23							
24	**DEDUCT**						
25							
26	BUR flat roofing system		-5,300	SF	20.00	-106,000	
27	Misc. roofing Items		-5,300	SF	4.00	-21,200	
28	Demo. exist.. roof covering		-5,300	SF	3.00	-15,900	
29							
30	SUB-TOTAL					-90,100	
31	MARK UPS	71%				-63,750	
32	**ALTERNATE - REPAIRS TO EXIT. ROOF IN LIEU OF NEW (NET DEDUCT)**					**-153,850**	

EL GRANADA ELEMENTARY SCHOOL

DESCRIPTION	ENCLOSED AREA (SF)	COVERED AREA (SF)	GSF	PERIMETER (LF)	HEIGHT (LF)	EXTERIOR SKIN (SF)	COMMENTS
BUILDING TABULATION							
EXISTING BUILDINGS							
- ADMIN & CLASSROOMS	12,000		12,000	435	15	6,525	See extension below
- EXTENSION	300	150	375	75	15	1,125	3-side skin, 2'-0" o/hang
ADMIN & CLASSROOMS TOTAL	12,300	150	12,375	510		7,650	
- CLASSROOMS (2 KG/ 3 GEN)	6,400		6,400	265	15	3,975	See extension below
- EXTENSIONS	200	100	250	50	15	750	3-side skin, 2'-0" o/hang
CLASSROOMS TOTAL	6,600	100	6,650	315		4,725	
NEW BUILDINGS							
- CLASSROOMS (2 KG) & LIBRARY	7,400	1,050	7,925	350	15	5,250	Assume 3'-0" overhang
- CLASSROOMS (7)	8,400	1,725	9,263	575	15	8,625	Assume 3'-0" overhang
- MULTI-PURPOSE/ GYM	8,400	1,125	8,963	375	20	7,500	Assume 3'-0" overhang
SITE							
- COVERED OUTDOOR AREA		2,400	2,400				
BUILDINGS TOTAL			**47,575**				

GENERAL SITE AREA

-	GROSS	316,459	**2,563**
-	NET	270,959	

GRAND SUMMARY

DESCRIPTION	%	GSF	$ / SF	TOTAL	COMMENTS
BASE ESTIMATES					
EXISTING BUILDINGS					
ADMIN & CLASSROOMS	17.4%	12,375	$558.36	**$6,909,754**	Including extension
CLASSROOMS (2 KG/ 3 GEN)	9.6%	6,650	$573.34	**$3,812,719**	Including extension
NEW BUILDINGS					
CLASSROOMS (2 KG) & LIBRARY	17.7%	7,925	$888.23	**$7,039,188**	Inc. demo of exist. bldg.
CLASSROOMS (7)	20.9%	9,263	$896.47	**$8,303,568**	Inc. demo of exist. bldg.
MULTI-PURPOSE/ GYM	19.3%	8,963	$856.86	**$7,679,583**	No exist. bldg. demo
SITE					
COVERED OUTDOOR AREA	1.6%	2,400		**$632,474**	
SITEWORK	13.6%	316,459		**$5,429,871**	
GRAND TOTAL CONSTRUCTION COSTS				**$39,807,158**	**Exc. Bid Contingency**
BIDDING CONTINGENCY					Excluded
SOFT COSTS	30%			$11,942,147	
GRAND TOTAL CONSTRUCTION COSTS INC. SOFT COSTS				**$51,749,305**	

ALTERNATES SUMMARY

ADMIN & CLASSROOMS		
- ALTERNATE - REPAIRS TO EXIT. ROOF IN LIEU OF NEW (NET DEDUCT)	-$348,339	Exc. soft cost
CLASSROOMS (2 KG/ 3 GEN)		
- ALTERNATE - REPAIRS TO EXIT. ROOF IN LIEU OF NEW (NET DEDUCT)	-$196,709	Exc. soft cost
MULTI-PURPOSE/ GYM		
- ALTERNATE - BUR ROOFING ONLY (NET DEDUCT)	-$117,103	Exc. soft cost

UNIFORMAT SUMMARY - ADMIN. & CLASSROOMS (EXIST & EXP.)

	SECTION	%	TOTAL	$ / SF	COMMENTS
	10 FOUNDATIONS	0.4%	$15,113	$1.22	
	20 BASEMENT CONSTRUCTION				
A	**SUBSTRUCTURE**	**0.4%**	**$15,113**	**$1.22**	
	10 SUPERSTRUCTURE	0.6%	$24,563	$1.98	
	20 EXTERIOR ENCLOSURE	14.1%	$569,625	$46.03	
	30 ROOFING	8.2%	$331,425	$26.78	
B	**SHELL**	**22.9%**	**$925,613**	**$74.80**	
	10 INTERIOR CONSTRUCTION	12.2%	$493,494	$39.88	
	20 STAIRS				
	30 INTERIOR FINISHES	12.4%	$501,225	$40.50	
C	**INTERIORS**	**24.6%**	**$994,719**	**$80.38**	
	10 CONVEYING				
	20 PLUMBING	3.1%	$123,750	$10.00	
	30 HVAC	18.3%	$742,500	$60.00	
	40 FIRE PROTECTION	2.4%	$99,000	$8.00	
	50 ELECTRICAL	21.4%	$866,250	$70.00	
D	**SERVICES**	**45.3%**	**$1,831,500**	**$148.00**	
	10 EQUIPMENT				
	20 FURNISHINGS	2.3%	$91,563	$7.40	
E	**EQUIPMENT + FURNISHINGS**	**2.3%**	**$91,563**	**$7.40**	
	10 SPECIAL CONSTRUCTION				
	20 SELECTIVE BUILDING DEMOLITION	4.6%	$188,100	$15.20	
F	**SPECIAL CONSTRUCTION + DEMOLITION**	**4.6%**	**$188,100**	**$15.20**	
	10 SITE PREPARATION				
	20 SITE IMPROVEMENTS				
	30 SITE MECHANICAL UTILITIES				
	40 SITE ELECTRICAL UTILITIES				
	50 OTHER SITE CONSTRUCTION				
G	**BUILDING SITEWORK**				
DIRECT COSTS		**100.0%**	**$4,046,606**	**$327.00**	
	SITE REQUIREMENTS	3.0%	$121,398	$9.81	
	JOBSITE MANAGEMENT	7.0%	$283,262	$22.89	
	PHASING	3.0%	$121,398	$9.81	
	ESTIMATE SUB-TOTAL		**$4,572,665**	**$369.51**	
	INSURANCE + BONDING	2.5%	$114,317	$9.24	
	FEE	7.0%	$320,087	$25.87	
	ESTIMATE SUB-TOTAL		**$5,007,068**	**$404.61**	
	DESIGN CONTINGENCY	20.0%	$1,001,414	$80.92	
	CONSTRUCTION CONTINGENCY	EXC			
	ESTIMATE SUB-TOTAL		**$6,008,482**	**$485.53**	
	ESCALATION	15.0%	$901,272	$72.83	
ESTIMATE TOTAL			**$6,909,754**	**$558.36**	total add-ons 70.75%

ESTIMATE DETAIL - ADMIN. & CLASSROOMS (EXIST. & EXP.)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
1							
2		**FOUNDATIONS**					
3							
4		Spread Footings and Grade Beams	375	GSF	25.00	9,375	Extension
5							
6		Slab-On-Grade	300	SF	16.00	4,800	Extension
7							
8		Misc. Foundation Items	375	GSF	2.50	938	Slab depressions, slab drainage, thickening at edges, elevator pit etc.
9							
10		**FOUNDATIONS**				**15,113**	**$1.22 / SF**
11							
12		**BASEMENT CONSTRUCTION**		NA			No works anticipated
13							
14		**BASEMENT CONSTRUCTION**					**$0 / SF**
15							
16		**SUPERSTRUCTURE**					
17							
18		Roof & Floor Construction					
19		Timber frame inc. roof framing, wall framing, sheathing etc.	375	SF	60.00	22,500	Extension
20							
21		Misc. Items					
22		Misc. rough carpentry	375	SF	2.50	938	Extension
23		Misc. metals	375	SF	1.50	563	Extension
24		Premium for exposed steel to be galvanized	375	SF	1.50	563	Extension
25							
26		**SUPERSTRUCTURE**				**24,563**	**$1.98 / SF**
27							
28		**EXTERIOR ENCLOSURE**					
29							
30		Exterior Walls					**$14.29**
31		Cement plaster wall system	844	SF	70.00	59,063	See partitions for drywall
32		Repairs & new finishes to exist. wall system	4,894	SF	30.00	146,813	
33							
34		Exterior Doors					**$5.09**
35		New single door - allowance	1	LS	30,000.00	30,000	
36		New double door - allowance	4	PR	6,000.00	24,000	
37		New hardware and accessories - allowance	9	EA	1,000.00	9,000	
38							
39		Exterior Windows					**$0.12**
40		New windows	281	SF	95.00	26,719	Extension
41		Replace exist. glazing w/ new	1,631	SF	115.00	187,594	Inc. removal of exist. (qty assumed)
42		Premium for operable windows	1,913	SF	25.00	47,813	
43							
44		Misc. Items					**$49.15**
45		ADA compliant signages - allowance	1	LS	1,500.00	1,500	
46		Misc. external sealant & finishes	12,375	GSF	0.50	6,188	
47		Miscellaneous corrosion treatment	12,375	GSF	2.50	30,938	
48							
49		**EXTERIOR ENCLOSURE**				**569,625**	**$46.03 / SF**
50							
51		**ROOFING**					
52							
53		Roof Coverings					
54		BUR flat roofing system	12,450	GSF	20.00	249,000	Extension
55							
56		Misc. Items					
57		Misc. repairs to exist. facias, soffits & guttering after works to exterior skin complete	435	LF	75.00	32,625	
58		Misc. roofing items	12,450	SF	4.00	49,800	Penetrations, hatches, misc. flashing etc.
59							
60		**ROOFING**				**331,425**	**$26.78 / SF**

ESTIMATE DETAIL - ADMIN. & CLASSROOMS (EXIST. & EXP.)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
61							
62		**INTERIOR CONSTRUCTION**					
63							
64		Interior Partitions					**$25.99**
65		New partitions - allowance	12,300	SF	20.00	246,000	
66		New operable partitions - allowance	1	LS	50,000.00	50,000	
67		Drywall furring to inside face of exterior wall	844	SF	9.00	7,594	
68		Repairs to exist. partition walls & furring	12,000	SF	1.50	18,000	
69							
70		Interior Doors					
71		New single doors & frames - allowance	1	LS	30,000.00	30,000	
72		New compliant hardware & accessories - allowance	1	LS	15,000.00	15,000	
73							
74		Internal Glazing					
75		New interior glazing - allowance	1	LS	50,000.00	50,000	
76							
77		Internal Openings		NA			
78							
79		Guardrails, Handrails & Protection					
80		Wall protection - allowance		SF	1.00		
81							
82		Specialties					**$3.23**
83		Restroom cubicles & accessories - allowance	1	LS	15,000.00	15,000	
84		White board & tack board - allowance	1	LS	25,000.00	25,000	
85							
86		Misc. Items					**$2.98**
87		Interior accessible compliant room signages and wayfinding signages	12,300	SF	1.00	12,300	
88		Misc. specialties - allowance	12,300	SF	1.00	12,300	
89		Misc. fine carpentry	12,300	SF	1.00	12,300	
90							
91		**INTERIOR CONSTRUCTION**				**493,494**	**$39.88 / SF**
92							
93		**STAIRS**		NA			No work anticipated
94							
95		**STAIRS**					**$0 / SF**
96							
97		**INTERIOR FINISHES**					
98							
99		Interior Finishes					**$37.77**
100		Wall finishes	12,300	SF	5.00	61,500	
101		Floor finishes inc. base	12,300	SF	15.00	184,500	Carpet/ Res. & tile at RR
102		Ceiling finishes	12,300	SF	18.00	221,400	Acoustic & gyp at RR
103							
104		Misc. Items					**$2.73**
105		Interior sealants & caulking - allowance	12,300	SF	1.25	15,375	
106		Painting touch up	12,300	SF	0.50	6,150	
107		Final Cleanup	12,300	SF	1.00	12,300	
108							
109		**INTERIOR FINISHES**				**501,225**	**$40.5 / SF**
110							
111		**CONVEYING**		NA			No work anticipated
112							
113		**CONVEYING**					**$0 / SF**
114							
115		**PLUMBING**					
116							
117		Plumbing Requirements	12,375	GSF	10.00	123,750	
118							
119		**PLUMBING**				**123,750**	**$10 / SF**
120							
121		**HVAC**					
122							
123		HVAC Requirements	12,375	GSF	60.00	742,500	

ESTIMATE DETAIL - ADMIN. & CLASSROOMS (EXIST. & EXP.)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
124							
125		**HVAC**				**742,500**	**$60 / SF**
126							
127		**FIRE PROTECTION**					
128							
129		FP Requirements	12,375	GSF	8.00	99,000	
130							
131		**FIRE PROTECTION**				**99,000**	**$8 / SF**
132							
133		**ELECTRICAL**					
134							
135		Electrical Requirements	12,375	GSF	70.00	866,250	
136							
137		**ELECTRICAL**				**866,250**	**$70 / SF**
138							
139		**EQUIPMENT**		EXC			All new equip. OFOI. Rough-in for AV inc. in electrical budget
140							
141		**EQUIPMENT**					**$0 / SF**
142							
143		**FURNISHINGS**					
144							
145		Casework/ Cabinets & Shelving					**$4.31**
146		New casework - allowance	12,375	GSF	3.50	43,313	
147		Shelving & storage - allowance	1	LS	10,000.00	10,000	
148							
149		Window shades					
150		New roller window shades (manual)	1,913	SF	20.00	38,250	
151							
152		**FURNISHINGS**				**91,563**	**$7.4 / SF**
153							
154		**SPECIAL CONSTRUCTION**		NA			
155							
156		**SPECIAL CONSTRUCTION**					**$0 / SF**
157							
158		**SELECTIVE DEMOLITION**					
159							
160		Selective Building Demolition					**$11.81**
161		Demo. to building exterior, inc. doors, sidings etc. - allowance	6,525	SF	4.00	26,100	
162		Full-gut demo. to exist. interior construction, finishes, furnishings etc. throughout	12,000	SF	7.00	84,000	
163		Demo. exist. roof covering	12,000	SF	3.00	36,000	
164							
165		Misc. Items					**$3.39**
166		Hazmat - allowance	12,000	SF	2.50	30,000	
167		Misc. saw cutting & repairs to exist. SOG - allowance	12,000	SF	1.00	12,000	
168		Remove & reinstall exist. furnishings, equipment etc.		EXC			Assume with FF&E budget
169							
170		**SELECTIVE BUILDING DEMOLITION**				**188,100**	**$15.2 / SF**
171							
172		**SITE PREPARATION**		NA			See sitework
173							
174		**SITE PREPARATION**					**$0 / SF**
175							
176		**SITE IMPROVEMENT**		NA			See sitework
177							
178		**SITE IMPROVEMENTS**					**$0 / SF**
179							
180		**SITE MECHANICAL UTILITIES**		NA			No work anticipated
181							

ESTIMATE DETAIL - ADMIN. & CLASSROOMS (EXIST. & EXP.)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
182		**SITE MECHANICAL UTILITIES**					**$0 / SF**
183							
184		**SITE ELECTRICAL UTILITIES**		NA			No work anticipated
185							
186		**SITE ELECTRICAL UTILITIES**					**$0 / SF**
187							
188		**OTHER SITE CONSTRUCTION**		NA			No work anticipated
189							
190		**OTHER SITE CONSTRUCTION**					**$0 / SF**

tbd consultants
Project Management | Construction Cost Management

Date: May 19, 2020
Estimator: TDV/ BT/ DJ
GSF: 6,650

UNIFORMAT SUMMARY - CLASSROOMS (EXIST. & EXP.)

	SECTION	%	TOTAL	$ / SF	COMMENTS
	10 FOUNDATIONS	0.5%	$10,075	$1.52	
	20 BASEMENT CONSTRUCTION				
A	**SUBSTRUCTURE**	**0.5%**	**$10,075**	**$1.52**	
	10 SUPERSTRUCTURE	0.7%	$16,375	$2.46	
	20 EXTERIOR ENCLOSURE	15.7%	$350,888	$52.77	
	30 ROOFING	8.1%	$180,675	$27.17	
B	**SHELL**	**24.5%**	**$547,938**	**$82.40**	
	10 INTERIOR CONSTRUCTION	14.4%	$321,406	$48.33	
	20 STAIRS				
	30 INTERIOR FINISHES	12.0%	$268,950	$40.44	
C	**INTERIORS**	**26.4%**	**$590,356**	**$88.78**	
	10 CONVEYING				
	20 PLUMBING	3.0%	$66,500	$10.00	
	30 HVAC	13.4%	$299,250	$45.00	
	40 FIRE PROTECTION	2.4%	$53,200	$8.00	
	50 ELECTRICAL	20.8%	$465,500	$70.00	
D	**SERVICES**	**39.6%**	**$884,450**	**$133.00**	
	10 EQUIPMENT				
	20 FURNISHINGS	4.7%	$104,150	$15.66	
E	**EQUIPMENT + FURNISHINGS**	**4.7%**	**$104,150**	**$15.66**	
	10 SPECIAL CONSTRUCTION				
	20 SELECTIVE BUILDING DEMOLITION	4.3%	$95,900	$14.42	
F	**SPECIAL CONSTRUCTION + DEMOLITION**	**4.3%**	**$95,900**	**$14.42**	
	10 SITE PREPARATION				
	20 SITE IMPROVEMENTS				
	30 SITE MECHANICAL UTILITIES				
	40 SITE ELECTRICAL UTILITIES				
	50 OTHER SITE CONSTRUCTION				
G	**BUILDING SITEWORK**				
DIRECT COSTS		**100.0%**	**$2,232,869**	**$335.77**	
	SITE REQUIREMENTS	3.0%	$66,986	$10.07	
	JOBSITE MANAGEMENT	7.0%	$156,301	$23.50	
	PHASING	3.0%	$66,986	$10.07	
	ESTIMATE SUB-TOTAL		**$2,523,142**	**$379.42**	
	INSURANCE + BONDING	2.5%	$63,079	$9.49	
	FEE	7.0%	$176,620	$26.56	
	ESTIMATE SUB-TOTAL		**$2,762,840**	**$415.46**	
	DESIGN CONTINGENCY	20.0%	$552,568	$83.09	
	CONSTRUCTION CONTINGENCY	EXC			
	ESTIMATE SUB-TOTAL		**$3,315,408**	**$498.56**	
	ESCALATION	15.0%	$497,311	$74.78	
ESTIMATE TOTAL			**$3,812,719**	**$573.34**	total add-ons 70.75%

ESTIMATE DETAIL - CLASSROOMS (EXIST. & EXP.)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
1							
2		**FOUNDATIONS**					
3							
4		Spread Footings and Grade Beams	250	GSF	25.00	6,250	Extension
5							
6		Slab-On-Grade	200	SF	16.00	3,200	Extension
7							
8		Misc. Foundation Items	250	GSF	2.50	625	Slab depressions, slab drainage, thickening at edges, elevator pit etc.
9							
10		**FOUNDATIONS**				**10,075**	**$1.52 / SF**
11							
12		**BASEMENT CONSTRUCTION**		NA			No work anticipated
13							
14		**BASEMENT CONSTRUCTION**					**$0 / SF**
15							
16		**SUPERSTRUCTURE**					
17							
18		Roof & Floor Construction					
19		Timber frame inc. roof framing, wall framing, sheathing etc.	250	SF	60.00	15,000	Extension
20							
21		Misc. Items					
22		Misc. rough carpentry	250	SF	2.50	625	Extension
23		Misc. metals	250	SF	1.50	375	Extension
24		Premium for exposed steel to be galvanized	250	SF	1.50	375	Extension
25							
26		**SUPERSTRUCTURE**				**16,375**	**$2.46 / SF**
27							
28		**EXTERIOR ENCLOSURE**					
29							
30		Exterior Walls					**$16.16**
31		Cement plaster wall system	563	SF	70.00	39,375	See partitions for drywall
32		Repairs & new finishes to exist. wall system	2,981	SF	30.00	89,438	
33							
34		Exterior Doors					**$5.86**
35		New single door - allowance	1	LS	18,000.00	18,000	
36		New double door - allowance	1	LS	12,000.00	12,000	
37		New hardware and accessories - allowance	1	EA	9,000.00	9,000	
38							
39		Exterior Windows					**$0.23**
40		New windows	188	SF	95.00	17,813	Extension
41		Replace exist. glazing w/ new	994	SF	115.00	114,281	Inc. removal of exist. (qty assumed)
42		Premium for operable windows	1,181	SF	25.00	29,531	
43							
44		Misc. Items					**$55.99**
45		ADA compliant signages - allowance	1	LS	1,500.00	1,500	
46		Misc. external sealant & finishes	6,650	GSF	0.50	3,325	
47		Miscellaneous corrosion treatment	6,650	GSF	2.50	16,625	
48							
49		**EXTERIOR ENCLOSURE**				**350,888**	**$52.77 / SF**
50							
51		**ROOFING**					
52							
53		Roof Coverings					
54		BUR flat roofing system	6,700	GSF	20.00	134,000	Extension
55							
56		Misc. Items					
57		Misc. repairs to exist. facias, soffits & guttering after works to exterior skin complete	265	LF	75.00	19,875	
58		Misc. roofing items	6,700	SF	4.00	26,800	Penetrations, hatches, misc. flashing etc.
59							
60		**ROOFING**				**180,675**	**$27.17 / SF**

ESTIMATE DETAIL - CLASSROOMS (EXIST. & EXP.)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
61							
62		**INTERIOR CONSTRUCTION**					
63							
64		Interior Partitions					**$30.05**
65		New partitions - allowance	6,650	SF	20.00	133,000	
66		New operable partitions - allowance	1	LS	30,000.00	30,000	
67		Drywall furring to inside face of exterior wall	2,981	SF	9.00	26,831	
68		Repairs to exist. partition walls & furring	6,650	SF	1.50	9,975	
69							
70		Interior Doors					
71		New single doors & frames - allowance	1	LS	20,000.00	20,000	
72		New compliant hardware & accessories - allowance	1	LS	10,000.00	10,000	
73							
74		Internal Glazing					
75		New interior glazing - allowance	1	LS	30,000.00	30,000	
76							
77		Internal Openings		NA			
78							
79		Guardrails, Handrails & Protection					
80		Wall protection - allowance	6,650	SF	1.00	6,650	
81							
82		Specialties					**$5.26**
83		Restroom cubicles & accessories - allowance	1	LS	15,000.00	15,000	
84		White board & tack board - allowance	1	LS	20,000.00	20,000	
85							
86		Misc. Items					**$3.00**
87		Interior accessible compliant room signages and wayfinding signages	6,650	GSF	1.00	6,650	
88		Misc. specialties - allowance	6,650	GSF	1.00	6,650	
89		Misc. fine carpentry	6,650	GSF	1.00	6,650	
90							
91		**INTERIOR CONSTRUCTION**				**321,406**	**$48.33 / SF**
92							
93		**STAIRS**		NA			No work anticipated
94							
95		**STAIRS**					**$0 / SF**
96							
97		**INTERIOR FINISHES**					
98							
99		Interior Finishes					**$37.71**
100		Wall finishes	6,600	SF	5.00	33,000	
101		Floor finishes inc. base	6,600	SF	15.00	99,000	Carpet/ Res. & tile at RR
102		Ceiling finishes	6,600	SF	18.00	118,800	Acoustic & gyp at RR
103							
104		Misc. Items					**$2.73**
105		Interior sealants & caulking - allowance	6,600	SF	1.25	8,250	
106		Painting touch up	6,600	SF	0.50	3,300	
107		Final Cleanup	6,600	SF	1.00	6,600	
108							
109		**INTERIOR FINISHES**				**268,950**	**$40.44 / SF**
110							
111		**CONVEYING**		NA			
112							
113		**CONVEYING**					**$0 / SF**
114							
115		**PLUMBING**					
116							
117		Plumbing Requirements	6,650	SF	10.00	66,500	
118							
119		**PLUMBING**				**66,500**	**$10 / SF**
120							
121		**HVAC**					
122							
123		HVAC Requirements	6,650	SF	45.00	299,250	

ESTIMATE DETAIL - CLASSROOMS (EXIST. & EXP.)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
124							
125		**HVAC**				**299,250**	**$45 / SF**
126							
127		**FIRE PROTECTION**					
128							
129		FP Requirements	6,650	SF	8.00	53,200	
130							
131		**FIRE PROTECTION**				**53,200**	**$8 / SF**
132							
133		**ELECTRICAL**					
134							
135		Electrical Requirements	6,650	SF	70.00	465,500	
136							
137		**ELECTRICAL**				**465,500**	**$70 / SF**
138							
139		**EQUIPMENT**		EXC			All new equip. OFOI. Rough-in for AV inc. in electrical budget
140							
141		**EQUIPMENT**					**$0 / SF**
142							
143		**FURNISHINGS**					
144							
145		Casework/ Cabinets & Shelving					
146		New casework - allowance	6,650	SF	3.50	23,275	
147		Shelving & storage - allowance	1	LS	10,000.00	10,000	
148							
149		Window shades					
150		New roller window shades (manual)	3,544	SF	20.00	70,875	
151							
152		**FURNISHINGS**				**104,150**	**$15.66 / SF**
153							
154		**SPECIAL CONSTRUCTION**		NA			No work anticipated
155							
156		**SPECIAL CONSTRUCTION**					**$0 / SF**
157							
158		**SELECTIVE DEMOLITION**					
159							
160		Selective Building Demolition					**$10.92**
161		Demo. to building exterior, inc. doors, sidings etc. - allowance	6,400	SF	4.00	25,600	
162		Full-gut demo. to exist. interior construction, finishes, furnishings etc. throughout	3,975	SF	7.00	27,825	
163		Demo. exist. roof covering	6,400	SF	3.00	19,200	
164							
165		Misc. Items					**$3.50**
166		Hazmat - allowance	6,650	SF	2.50	16,625	
167		Misc. saw cutting & repairs to exist. SOG - allowance	6,650	SF	1.00	6,650	
168		Remove & reinstall exist. furnishings, equipment etc.		EXC			Assume with FF&E budget
169							
170		**SELECTIVE BUILDING DEMOLITION**				**95,900**	**$14.42 / SF**
171							
172		**SITE PREPARATION**		NA			See sitework
173							
174		**SITE PREPARATION**					**$0 / SF**
175							
176		**SITE IMPROVEMENT**		NA			See sitework
177							
178		**SITE IMPROVEMENTS**					**$0 / SF**
179							
180		**SITE MECHANICAL UTILITIES**		NA			No work anticipated
181							

ESTIMATE DETAIL - CLASSROOMS (EXIST. & EXP.)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
182		**SITE MECHANICAL UTILITIES**					**$0 / SF**
183							
184		**SITE ELECTRICAL UTILITIES**		NA			No work anticipated
185							
186		**SITE ELECTRICAL UTILITIES**					**$0 / SF**
187							
188		**OTHER SITE CONSTRUCTION**		NA			No work anticipated
189							
190		**OTHER SITE CONSTRUCTION**					**$0 / SF**

UNIFORMAT SUMMARY - CLASSROOM & LIBRARY (NEW)

	SECTION	%	TOTAL	$ / SF	COMMENTS
	10 FOUNDATIONS	7.2%	$296,713	$37.44	
	20 BASEMENT CONSTRUCTION				
A	**SUBSTRUCTURE**	**7.2%**	**$296,713**	**$37.44**	
	10 SUPERSTRUCTURE	12.3%	$507,200	$64.00	
	20 EXTERIOR ENCLOSURE	14.6%	$603,613	$76.17	
	30 ROOFING	6.8%	$280,120	$35.35	
B	**SHELL**	**33.7%**	**$1,390,933**	**$175.51**	
	10 INTERIOR CONSTRUCTION	9.7%	$398,338	$50.26	
	20 STAIRS				
	30 INTERIOR FINISHES	8.2%	$338,550	$42.72	
C	**INTERIORS**	**17.9%**	**$736,888**	**$92.98**	
	10 CONVEYING	3.4%	$140,000	$17.67	
	20 PLUMBING	3.8%	$158,500	$20.00	
	30 HVAC	14.4%	$594,375	$75.00	
	40 FIRE PROTECTION	1.5%	$63,400	$8.00	
	50 ELECTRICAL	13.5%	$554,750	$70.00	
D	**SERVICES**	**36.7%**	**$1,511,025**	**$190.67**	
	10 EQUIPMENT				
	20 FURNISHINGS	1.0%	$43,200	$5.45	
E	**EQUIPMENT + FURNISHINGS**	**1.0%**	**$43,200**	**$5.45**	
	10 SPECIAL CONSTRUCTION				
	20 SELECTIVE BUILDING DEMOLITION	1.9%	$80,000	$10.09	
F	**SPECIAL CONSTRUCTION + DEMOLITION**	**1.9%**	**$80,000**	**$10.09**	
	10 SITE PREPARATION	0.5%	$18,650	$2.35	
	20 SITE IMPROVEMENTS				
	30 SITE MECHANICAL UTILITIES	0.8%	$35,000	$4.42	
	40 SITE ELECTRICAL UTILITIES	0.2%	$10,000	$1.26	
	50 OTHER SITE CONSTRUCTION				
G	**BUILDING SITEWORK**	**1.5%**	**$63,650**	**$8.03**	
DIRECT COSTS		**100.0%**	**$4,122,408**	**$520.18**	
	SITE REQUIREMENTS	3.0%	$123,672	$15.61	
	JOBSITE MANAGEMENT	7.0%	$288,569	$36.41	
	PHASING	3.0%	$123,672	$15.61	
	ESTIMATE SUB-TOTAL		**$4,658,320**	**$587.80**	
	INSURANCE + BONDING	2.5%	$116,458	$14.70	
	FEE	7.0%	$326,082	$41.15	
	ESTIMATE SUB-TOTAL		**$5,100,861**	**$643.64**	
	DESIGN CONTINGENCY	20.0%	$1,020,172	$128.73	
	CONSTRUCTION CONTINGENCY	EXC			
	ESTIMATE SUB-TOTAL		**$6,121,033**	**$772.37**	
	ESCALATION	15.0%	$918,155	$115.86	
ESTIMATE TOTAL			**$7,039,188**	**$888.23**	total add-ons 70.75%

ESTIMATE DETAIL - CLASSROOM & LIBRARY (NEW)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
1							
2		**FOUNDATIONS**					
3							
4		Spread Footings and Grade Beams	7,925	GSF	20.00	158,500	
5							
6		Slab-On-Grade	7,400	SF	16.00	118,400	
7							
8		Misc. Foundation Items	7,925	GSF	2.50	19,813	Slab depressions, slab drainage, thickening at edges, elevator pit etc.
9							
10		**FOUNDATIONS**				**296,713**	**$37.44 / SF**
11							
12		**BASEMENT CONSTRUCTION**		NA			
13							
14		**BASEMENT CONSTRUCTION**					**$0 / SF**
15							
16		**SUPERSTRUCTURE**					
17							
18		Roof & Floor Construction					
19		Timber frame inc. roof framing, wall framing, sheathing etc.	7,925	GSF	60.00	475,500	
20							
21		Misc. Items					
22		Misc. rough carpentry	7,925	GSF	2.50	19,813	
23		Misc. metals	7,925	GSF	1.50	11,888	
24							
25		**SUPERSTRUCTURE**				**507,200**	**$64 / SF**
26							
27		**EXTERIOR ENCLOSURE**					
28							
29		Exterior Walls					
30		Cement plaster wall system	3,938	SF	70.00	275,625	See partitions for drywall
31							
32		Exterior Doors					**$7.07**
33		Single doors & frames	1	LS	30,000.00	30,000	
34		Double doors & frames	1	LS	12,000.00	12,000	
35		Hardware and accessories - allowance	1	LS	14,000.00	14,000	
36							
37		Exterior Glazing					**$16.66**
38		Storefront	263	SF	115.00	30,188	
39		UV film at storefront	263	SF	8.00	2,100	
40		Window	1,050	SF	95.00	99,750	
41		Premium for operable windows	1,050	SF	25.00	26,250	
42							
43		Exterior Soffits & Facias					
44		Allow for soffits	1,050	SF	40.00	42,000	Covered area
45		Parparet & coping - allowance	1	LS	40,000.00	40,000	At flat roof
46							
47		Misc. Items					
48		Exterior signage - allowance	7,925	GSF	1.00	7,925	
49		Misc. external sealant & finishes	7,925	GSF	0.50	3,963	
50		Miscellaneous corrosion treatment	7,925	GSF	2.50	19,813	
51							
52		**EXTERIOR ENCLOSURE**				**603,613**	**$76.17 / SF**
53							
54		**ROOFING**					
55							
56		Roof Coverings					
57		Standing seam metal pitched roofing sytem, inc. sheet metal flashing	5,070	SF	32.00	162,240	60% of roof araa
58		BUR flat roofing system	3,380	SF	20.00	67,600	40% of roof area
59							
60		Low Roof, Sunshades & Canopies					
61		Entry canopies - allowance	1	LS	30,000.00	30,000	
62							

ESTIMATE DETAIL - CLASSROOM & LIBRARY (NEW)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
63		Misc. Roofing Items	5,070	SF	4.00	20,280	Penetrations, hatches, misc. flasing etc.
64							
65		**ROOFING**				**280,120**	**$35.35 / SF**
66							
67		**INTERIOR CONSTRUCTION**					
68							
69		Interior Partitions					
70		Partitions - allowance	7,400	SF	25.00	185,000	
71		Operable partition - allowance	1	LS	25,000.00	25,000	
72		Drywall furring to inside face of exterior wall	3,938	SF	9.00	35,438	
73							
74		Interior Doors					**$7.82**
75		Single doors - allowance	1	LS	36,000.00	36,000	
76		Double doors - allowance	1	LS	12,000.00	12,000	
77		Compliant hardware & accessories - allowance	1	LS	14,000.00	14,000	
78							
79		Internal Glazing					
80		Internal glazing - allowance	1	LS	30,000.00	30,000	
81							
82		Internal Openings		NA			
83							
84		Guardrails, Handrails & Protection					
85		Wall protection - allowance	7,400	GSF	0.50	3,700	
86							
87		Specialties					**$4.42**
88		Restroom cubicles & accessories - allowance	1	LS	10,000.00	10,000	
89		White board & tack board - allowance	1	LS	25,000.00	25,000	
90							
91		Misc. Items					**$2.80**
92		Interior accessible compliant room signages and wayfinding signages	7,400	SF	1.00	7,400	
93		Misc. specialties - allowance	7,400	SF	1.00	7,400	
94		Misc. fine carpentry	7,400	SF	1.00	7,400	
95							
96		**INTERIOR CONSTRUCTION**				**398,338**	**$50.26 / SF**
97							
98		**STAIRS**		NA			No work anticipated
99							
100		**STAIRS**					**$0 / SF**
101							
102		**INTERIOR FINISHES**					
103							
104		Interior Finishes					**$40.15**
105		Wall finishes	7,400	SF	5.00	37,000	
106		Floor finishes inc. base	7,400	SF	20.00	148,000	Carpet/ Res. & tile at RR, Vap. Barrier
107		Ceiling finishes	7,400	SF	18.00	133,200	Acoustic & gyp at RR
108							
109		Misc. Items					**$2.57**
110		Interior sealants & caulking - allowance	7,400	SF	1.25	9,250	
111		Painting touch up	7,400	SF	0.50	3,700	
112		Final Cleanup	7,400	SF	1.00	7,400	
113							
114		**INTERIOR FINISHES**				**338,550**	**$42.72 / SF**
115							
116		**CONVEYING**					
117							
118		Elevator & Lifts					
119		New passenger elevator , 2 stops	1	EA	140,000.00	140,000	
120							
121		**CONVEYING**				**140,000**	**$17.67 / SF**
122							
123		**PLUMBING**					

ESTIMATE DETAIL - CLASSROOM & LIBRARY (NEW)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
124							
125		Plumbing Requirements	7,925	GSF	20.00	158,500	
126							
127		**PLUMBING**				**158,500**	**$20 / SF**
128							
129		**HVAC**					
130							
131		HVAC Requirements	7,925	GSF	75.00	594,375	
132							
133		**HVAC**				**594,375**	**$75 / SF**
134							
135		**FIRE PROTECTION**					
136							
137		FP Requirements	7,925	GSF	8.00	63,400	
138							
139		**FIRE PROTECTION**				**63,400**	**$8 / SF**
140							
141		**ELECTRICAL**					
142							
143		Electrical Requirements	7,925	GSF	70.00	554,750	
144							
145		**ELECTRICAL**				**554,750**	**$70 / SF**
146							
147		**EQUIPMENT**		EXC			All new equip. OFOI. Rough-im for AV inc. in electrical budget
148							
149		**EQUIPMENT**					**$0 / SF**
150							
151		**FURNISHINGS**					
152							
153		Casework/ Cabinets & Shelving					
154		Casework/ cabinets & shelving - allowance	7,400	SF	3.00	22,200	
155							
156		Window shades					
157		New roller window shades	1,050	SF	20.00	21,000	
158							
159		**FURNISHINGS**				**43,200**	**$5.45 / SF**
160							
161		**SPECIAL CONSTRUCTION**		NA			No work anticipated
162							
163		**SPECIAL CONSTRUCTION**					**$0 / SF**
164							
165		**SELECTIVE DEMOLITION**					
166							
167		Building Demolition					
168		Demolition of exist. Bldg. K	3,200	SF	20.00	64,000	Single story
169							
170		Hazardous Components Abatement					
171		Hazardous material abatement prior to demolition of existing building - allowance	3,200	SF	5.00	16,000	
172							
173		**SELECTIVE BUILDING DEMOLITION**				**80,000**	**$10.09 / SF**
174							
175		**SITE PREPARATION**					
176							
177		Site Clearing					Net area after bldg. K demo.
178		Site clearing & prep. Inc. hardcaping	4,200	SF	2.00	8,400	
179		Misc. demo - allowance	1	LS	5,000.00	5,000	
180		Rough & fine grading	4,200	SF	1.25	5,250	
181							
182		**SITE PREPARATION**				**18,650**	**$2.35 / SF**
183							
184		**SITE IMPROVEMENTS**		NA			See siteworks
185							

tbd consultants
Project Management | Construction Cost Management

Date: May 19, 2020
Estimator: TDV/ BT/ DJ
GSF: 7,925

ESTIMATE DETAIL - CLASSROOM & LIBRARY (NEW)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
186		**SITE IMPROVEMENTS**					**$0 / SF**
187							
188		**SITE MECHANICAL UTILITIES**					New connections to existing
189							
190		Domestic Cold Water	1	LS	7,500.00	7,500	
191							
192		Fire Water	1	LS	7,500.00	7,500	
193							
194		Sanitary Sewer	1	LS	10,000.00	10,000	
195							
196		Storm Drainage	1	LS	10,000.00	10,000	
197							
198		**SITE MECHANICAL UTILITIES**				**35,000**	**$4.42 / SF**
199							
200		**SITE ELECTRICAL UTILITIES**					New connections to existing
201							
202		Electrical Requirements	1	LS	10,000.00	10,000	
203							
204		**SITE ELECTRICAL UTILITIES**				**10,000**	**$1.26 / SF**
205							
206		**OTHER SITE CONSTRUCTION**		NA			No work anticipated
207							
208		**OTHER SITE CONSTRUCTION**					**$0 / SF**

UNIFORMAT SUMMARY - CLASSROOMS (7) (NEW)

	SECTION	%	TOTAL	$ / SF	COMMENTS
	10 FOUNDATIONS	7.0%	$342,806	$37.01	
	20 BASEMENT CONSTRUCTION				
A	**SUBSTRUCTURE**	**7.0%**	**$342,806**	**$37.01**	
	10 SUPERSTRUCTURE	12.4%	$602,063	$65.00	
	20 EXTERIOR ENCLOSURE	18.1%	$881,781	$95.20	
	30 ROOFING	7.0%	$339,700	$36.67	
B	**SHELL**	**37.5%**	**$1,823,544**	**$196.87**	
	10 INTERIOR CONSTRUCTION	10.2%	$495,050	$53.45	
	20 STAIRS				
	30 INTERIOR FINISHES	7.9%	$384,300	$41.49	
C	**INTERIORS**	**18.1%**	**$879,350**	**$94.94**	
	10 CONVEYING				
	20 PLUMBING	3.8%	$185,250	$20.00	
	30 HVAC	10.5%	$509,438	$55.00	
	40 FIRE PROTECTION	1.5%	$74,100	$8.00	
	50 ELECTRICAL	15.2%	$741,000	$80.00	
D	**SERVICES**	**31.0%**	**$1,509,788**	**$163.00**	
	10 EQUIPMENT				
	20 FURNISHINGS	1.3%	$62,288	$6.72	
E	**EQUIPMENT + FURNISHINGS**	**1.3%**	**$62,288**	**$6.72**	
	10 SPECIAL CONSTRUCTION				
	20 SELECTIVE BUILDING DEMOLITION	4.1%	$200,100	$21.60	
F	**SPECIAL CONSTRUCTION + DEMOLITION**	**4.1%**	**$200,100**	**$21.60**	
	10 SITE PREPARATION				
	20 SITE IMPROVEMENTS				
	30 SITE MECHANICAL UTILITIES	0.7%	$35,000	$3.78	
	40 SITE ELECTRICAL UTILITIES	0.2%	$10,000	$1.08	
	50 OTHER SITE CONSTRUCTION				
G	**BUILDING SITEWORK**	**0.9%**	**$45,000**	**$4.86**	
DIRECT COSTS		**100.0%**	**$4,862,875**	**$525.01**	
	SITE REQUIREMENTS	3.0%	$145,886	$15.75	
	JOBSITE MANAGEMENT	7.0%	$340,401	$36.75	
	PHASING	3.0%	$145,886	$15.75	
	ESTIMATE SUB-TOTAL		**$5,495,049**	**$593.26**	
	INSURANCE + BONDING	2.5%	$137,376	$14.83	
	FEE	7.0%	$384,653	$41.53	
	ESTIMATE SUB-TOTAL		**$6,017,078**	**$649.62**	
	DESIGN CONTINGENCY	20.0%	$1,203,416	$129.92	
	CONSTRUCTION CONTINGENCY	EXC			
	ESTIMATE SUB-TOTAL		**$7,220,494**	**$779.54**	
	ESCALATION	15.0%	$1,083,074	$116.93	
ESTIMATE TOTAL			**$8,303,568**	**$896.47**	total add-ons 70.75%

ESTIMATE DETAIL - CLASSROOMS (7) (NEW)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
1							
2		**FOUNDATIONS**					
3							
4		Spread Footings and Grade Beams	9,263	GSF	20.00	185,250	
5							
6		Slab-On-Grade	8,400	SF	16.00	134,400	
7							
8		Misc. Foundation Items	9,263	GSF	2.50	23,156	Slab depressions, slab drainage, thickening at edges, elevator pit etc.
9							
10		**FOUNDATIONS**				**342,806**	**$37.01 / SF**
11							
12		**BASEMENT CONSTRUCTION**		NA			
13							
14		**BASEMENT CONSTRUCTION**					**$0 / SF**
15							
16		**SUPERSTRUCTURE**					
17							
18		Roof & Floor Construction					
19		Timber frame inc. roof framing, wall framing, sheathing etc.	9,263	GSF	60.00	555,750	
20							
21		Misc. Items					
22		Misc. rough carpentry	9,263	GSF	3.50	32,419	
23		Misc. metals	9,263	GSF	1.50	13,894	
24							
25		**SUPERSTRUCTURE**				**602,063**	**$65 / SF**
26							
27		**EXTERIOR ENCLOSURE**					
28							
29		Exterior Walls					
30		Cement plaster wall system	6,469	SF	70.00	452,813	See partitions for drywall
31							
32		Exterior Doors					**$6.05**
33		Single doors & frames	1	LS	30,000.00	30,000	
34		Double doors & frames	1	LS	12,000.00	12,000	
35		Hardware and accessories - allowance	1	LS	14,000.00	14,000	
36							
37		Exterior Glazing					**$23.42**
38		Storefront	431	SF	115.00	49,594	
39		Window	1,725	SF	95.00	163,875	
40		UV film at storefront	431	SF	8.00	3,450	
41							
42		Exterior Soffits & Facias					
43		Allow for soffits	1,725	SF	40.00	69,000	Covered area
44		Parapet & coping - allowance	1	LS	50,000.00	50,000	At flat roof
45							
46		Misc. Items					
47		Exterior signage - allowance	9,263	GSF	1.00	9,263	
48		Misc. external sealant & finishes	9,263	GSF	0.50	4,631	
49		Miscellaneous corrosion treatment	9,263	GSF	2.50	23,156	
50							
51		**EXTERIOR ENCLOSURE**				**881,781**	**$95.2 / SF**
52							
53		**ROOFING**					
54							
55		Roof Coverings					
56		Standing seam metal roofing system, inc. sheet metal flashing	6,075	SF	32.00	194,400	60% of roof area
57		BUR flat roofing system	4,050	SF	20.00	81,000	40% of roof area
58							
59		Low Roof, Sunshades & Canopies					
60		Entry canopies - allowance	1	LS	40,000.00	40,000	
61							
62		Misc. Roofing Items	6,075	SF	4.00	24,300	Penetrations, hatches, misc. flashing etc.

ESTIMATE DETAIL - CLASSROOMS (7) (NEW)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
63							
64		**ROOFING**				**339,700**	**$36.67 / SF**
65							
66		**INTERIOR CONSTRUCTION**					
67							
68		Interior Partitions					**$33.28**
69		Partitions- allowance	8,400	SF	25.00	210,000	
70		Operable partition - allowance	1	LS	40,000.00	40,000	
71		Drywall furring to inside face of exterior wall	6,469	SF	9.00	58,219	
72							
73		Interior Doors					**$6.69**
74		Single doors - allowance	1	LS	36,000.00	36,000	
75		Double doors - allowance	1	LS	12,000.00	12,000	
76		Compliant hardware & accessories - allowance	1	LS	14,000.00	14,000	
77							
78		Internal Glazing					
79		Internal glazing - allowance	1	LS	40,000.00	40,000	
80							
81		Internal Openings		NA			
82							
83		Guardrails, Handrails & Protection					
84		Wall protection - allowance	9,263	SF	0.50	4,631	
85							
86		Specialties					**$5.94**
87		Restroom cubicles & accessories - allowance	1	LS	10,000.00	10,000	
88		White board & tack board - allowance	1	LS	45,000.00	45,000	
89							
90		Misc. Items					**$2.72**
91		Interior accessible compliant room signages and wayfinding signages	8,400	SF	1.00	8,400	
92		Misc. specialties - allowance	8,400	SF	1.00	8,400	
93		Misc. fine carpentry	8,400	SF	1.00	8,400	
94							
95		**INTERIOR CONSTRUCTION**				**495,050**	**$53.45 / SF**
96							
97		**STAIRS**		NA			No work anticipated
98							
99		**STAIRS**					**$0 / SF**
100							
101		**INTERIOR FINISHES**					
102							
103		Interior Finishes					**$39.00**
104		Wall finishes	8,400	SF	5.00	42,000	
105		Floor finishes inc. base	8,400	SF	20.00	168,000	Carpet/ Res. & tile at RR, Vap. Barrier
106		Ceiling finishes	8,400	SF	18.00	151,200	Acoustic & gyp at RR
107							
108		Misc. Items					**$2.49**
109		Interior sealants & caulking - allowance	8,400	SF	1.25	10,500	
110		Painting touch up	8,400	SF	0.50	4,200	
111		Final Cleanup	8,400	SF	1.00	8,400	
112							
113		**INTERIOR FINISHES**				**384,300**	**$41.49 / SF**
114							
115		**CONVEYING**		NA			
116							
117		**CONVEYING**					**$0 / SF**
118							
119		**PLUMBING**					
120							
121		Plumbing Requirements	9,263	GSF	20.00	185,250	
122							
123		**PLUMBING**				**185,250**	**$20 / SF**
124							

ESTIMATE DETAIL - CLASSROOMS (7) (NEW)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
125		**HVAC**					
126							
127		HVAC Requirements	9,263	GSF	55.00	509,438	
128							
129		**HVAC**				**509,438**	**$55 / SF**
130							
131		**FIRE PROTECTION**					
132							
133		FP Requirements	9,263	GSF	8.00	74,100	
134							
135		**FIRE PROTECTION**				**74,100**	**$8 / SF**
136							
137		**ELECTRICAL**					
138							
139		Electrical Requirements	9,263	GSF	80.00	741,000	
140							
141		**ELECTRICAL**				**741,000**	**$80 / SF**
142							
143		**EQUIPMENT**		EXC			All new equip. OFOI. Rough-in for AV inc. in electrical budget
144							
145		**EQUIPMENT**					**$0 / SF**
146							
147		**FURNISHINGS**					
148							
149		Casework/ Cabinets & Shelving					
150		Casework/ cabinets & shelving - allowance	9,263	SF	3.00	27,788	
151							
152		Window shades					
153		New roller window shades	1,725	SF	20.00	34,500	
154							
155		**FURNISHINGS**				**62,288**	**$6.72 / SF**
156							
157		**SPECIAL CONSTRUCTION**		NA			No work anticipated
158							
159		**SPECIAL CONSTRUCTION**					**$0 / SF**
160							
161		**SELECTIVE DEMOLITION**					
162							
163		Building Demolition					
164		Demolition of exist. Bldg. B&C	8,700	SF	18.00	156,600	Single story
165							
166		Hazardous Components Abatement					
167		Hazardous material abatement prior to demolition of existing building - allowance	8,700	SF	5.00	43,500	
168							
169		**SELECTIVE BUILDING DEMOLITION**				**200,100**	**$21.6 / SF**
170							
171		**SITE PREPARATION**		NA			See sitework
172							
173		**SITE PREPARATION**					**$0 / SF**
174							
175		**SITE IMPROVEMENT**		NA			See sitework
176							
177		**SITE IMPROVEMENTS**					**$0 / SF**
178							
179		**SITE MECHANICAL UTILITIES**					New connections to existing
180							
181		Domestic Cold Water	1	LS	7,500.00	7,500	
182							
183		Fire Water	1	LS	7,500.00	7,500	
184							
185		Sanitary Sewer	1	LS	10,000.00	10,000	
186							

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Project Management | Construction Cost Management

Date: May 19, 2020
Estimator: TDV/ BT/ DJ
GSF 9,263

ESTIMATE DETAIL - CLASSROOMS (7) (NEW)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
187		Storm Drainage	1	LS	10,000.00	10,000	
188							
189		**SITE MECHANICAL UTILITIES**				**35,000**	**$3.78 / SF**
190							
191		**SITE ELECTRICAL UTILITIES**					New connections to existing
192							
193		Electrical Requirements	1	LS	10,000.00	10,000	
194							
195		**SITE ELECTRICAL UTILITIES**				**10,000**	**$1.08 / SF**
196							
197		**OTHER SITE CONSTRUCTION**		NA			No work anticipated
198							
199		**OTHER SITE CONSTRUCTION**					**$0 / SF**

tbd consultants
Project Management | Construction Cost Management

Date: May 19, 2020
Estimator: TDV/ BT/ DJ
GSF: 8,963

UNIFORMAT SUMMARY - MULTI-PURPOSE & GYM (NEW)

	SECTION	%	TOTAL	$ / SF	COMMENTS
	10 FOUNDATIONS	8.5%	$380,869	$42.50	
	20 BASEMENT CONSTRUCTION				
A	**SUBSTRUCTURE**	**8.5%**	**$380,869**	**$42.50**	
	10 SUPERSTRUCTURE	16.1%	$725,963	$81.00	
	20 EXTERIOR ENCLOSURE	16.9%	$761,225	$84.93	
	30 ROOFING	6.9%	$311,940	$34.81	
B	**SHELL**	**40.0%**	**$1,799,128**	**$200.74**	
	10 INTERIOR CONSTRUCTION	9.1%	$409,900	$45.74	
	20 STAIRS				
	30 INTERIOR FINISHES	10.7%	$480,900	$53.66	
C	**INTERIORS**	**19.8%**	**$890,800**	**$99.39**	
	10 CONVEYING				
	20 PLUMBING	3.0%	$134,438	$15.00	
	30 HVAC	13.0%	$582,563	$65.00	
	40 FIRE PROTECTION	1.6%	$71,700	$8.00	
	50 ELECTRICAL	12.0%	$537,750	$60.00	
D	**SERVICES**	**29.5%**	**$1,326,450**	**$148.00**	
	10 EQUIPMENT				
	20 FURNISHINGS	1.2%	$55,200	$6.16	
E	**EQUIPMENT + FURNISHINGS**	**1.2%**	**$55,200**	**$6.16**	
	10 SPECIAL CONSTRUCTION				
	20 SELECTIVE BUILDING DEMOLITION				
F	**SPECIAL CONSTRUCTION + DEMOLITION**				
	10 SITE PREPARATION				
	20 SITE IMPROVEMENTS				
	30 SITE MECHANICAL UTILITIES	0.8%	$35,000	$3.91	
	40 SITE ELECTRICAL UTILITIES	0.2%	$10,000	$1.12	
	50 OTHER SITE CONSTRUCTION				
G	**BUILDING SITEWORK**	**1.0%**	**$45,000**	**$5.02**	
DIRECT COSTS		**100.0%**	**$4,497,446**	**$501.81**	
	SITE REQUIREMENTS	3.0%	$134,923	$15.05	
	JOBSITE MANAGEMENT	7.0%	$314,821	$35.13	
	PHASING	3.0%	$134,923	$15.05	
	ESTIMATE SUB-TOTAL		**$5,082,114**	**$567.04**	
	INSURANCE + BONDING	2.5%	$127,053	$14.18	
	FEE	7.0%	$355,748	$39.69	
	ESTIMATE SUB-TOTAL		**$5,564,915**	**$620.91**	
	DESIGN CONTINGENCY	20.0%	$1,112,983	$124.18	
	CONSTRUCTION CONTINGENCY	EXC			
	ESTIMATE SUB-TOTAL		**$6,677,898**	**$745.09**	
	ESCALATION	15.0%	$1,001,685	$111.76	
ESTIMATE TOTAL			**$7,679,583**	**$856.86**	total add-ons 70.75%

ESTIMATE DETAIL - MULTI-PURPOSE & GYM (NEW)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
1							
2		**FOUNDATIONS**					
3							
4		Spread Footings and Grade Beams	8,963	GSF	25.00	224,063	
5							
6		Slab-On-Grade	8,400	SF	16.00	134,400	
7							
8		Misc. Foundation Items	8,963	GSF	2.50	22,406	Slab depressions, slab drainage, thickening at edges, elevator pit etc.
9							
10		**FOUNDATIONS**				**380,869**	**$42.5 / SF**
11							
12		**BASEMENT CONSTRUCTION**					
13							
14		**BASEMENT CONSTRUCTION**					**$0 / SF**
15							
16		**SUPERSTRUCTURE**					
17							
18		Roof & Floor Construction					
19		Structural steel frame w/ metal decking & concrete fill	8,963	GSF	75.00	672,188	As per email 05/13/2020
20							
21		Misc. Items					
22		Misc. rough carpentry	8,963	GSF	2.50	22,406	
23		Misc. metals	8,963	GSF	1.50	13,444	
24		Premium for exposed steel to be galvanized	8,963	GSF	2.00	17,925	
25							
26		**SUPERSTRUCTURE**				**725,963**	**$81 / SF**
27							
28		**EXTERIOR ENCLOSURE**					
29							
30		Exterior Walls					
31		Cement plaster wall system	5,625	SF	70.00	393,750	See partitions for drywall
32							
33		Exterior Doors					**$5.36**
34		Single doors & frames	1	LS	24,000.00	24,000	
35		Double doors & frames	1	LS	12,000.00	12,000	
36		Hardware and accessories - allowance	1	LS	12,000.00	12,000	
37							
38		Exterior Glazing					**$21.05**
39		Storefront	375	SF	115.00	43,125	
40		Window	1,500	SF	95.00	142,500	
41		UV film at storefront	375	SF	8.00	3,000	
42							
43		Exterior Soffits & Facias					
44		Allow for soffits	1,125	SF	40.00	45,000	Covered area
45		Parapet & coping - allowance	1	LS	50,000.00	50,000	At flat roof
46							
47		Misc. Items					
48		Exterior signage - allowance	8,963	GSF	1.00	8,963	
49		Misc. external sealant & finishes	8,963	GSF	0.50	4,481	
50		Miscellaneous corrosion treatment	8,963	GSF	2.50	22,406	
51							
52		**EXTERIOR ENCLOSURE**				**761,225**	**$84.93 / SF**
53							
54		**ROOFING**					
55							
56		Roof Coverings					
57		Standing seam metal roofing system, inc. sheet metal flashing	5,715	SF	32.00	182,880	60% of roof area
58		BUR flat roofing system	3,810	SF	20.00	76,200	40% of roof area
59							
60		Low Roof, Sunshades & Canopies					
61		Entry canopies - allowance	1	LS	30,000.00	30,000	
62							

ESTIMATE DETAIL - MULTI-PURPOSE & GYM (NEW)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
63		Misc. Roofing Items	5,715	SF	4.00	22,860	Penetrations, hatches, misc. flashing etc.
64							
65		**ROOFING**				**311,940**	**$34.81 / SF**
66							
67		**INTERIOR CONSTRUCTION**					
68							
69		Interior Partitions					**$28.28**
70		Partitions- allowance	8,400	SF	25.00	210,000	
71		Operable partition - allowance	1	LS	30,000.00	30,000	
72		Drywall furring to inside face of exterior wall	1,500	SF	9.00	13,500	
73							
74		Interior Doors					**$6.92**
75		Single doors - allowance	1	LS	36,000.00	36,000	
76		Double doors - allowance	1	LS	12,000.00	12,000	
77		Compliant hardware & accessories - allowance	1	LS	14,000.00	14,000	
78							
79		Internal Glazing					
80		Internal glazing - allowance	1	LS	30,000.00	30,000	
81							
82		Internal Openings		NA			
83							
84		Guardrails, Handrails & Protection					
85		Wall protection - allowance	8,400	SF	0.50	4,200	
86							
87		Specialties					**$3.91**
88		Restroom cubicles & accessories - allowance	1	LS	10,000.00	10,000	
89		White board & tack board - allowance	1	LS	25,000.00	25,000	
90							
91		Misc. Items					**$102.20**
92		Interior accessible compliant room signages and wayfinding signages	8,400	SF	1.00	8,400	
93		Misc. specialties - allowance	8,400	SF	1.00	8,400	
94		Misc. fine carpentry	8,400	SF	1.00	8,400	
95							
96		**INTERIOR CONSTRUCTION**				**409,900**	**$45.74 / SF**
97							
98		**STAIRS**		NA			No work anticipated
99							
100		**STAIRS**					**$0 / SF**
101							
102		**INTERIOR FINISHES**					
103							
104		Interior Finishes					**$49.67**
105		Wall finishes	8,400	SF	12.00	100,800	Paint, tile at RR & Acoustic Treat
106		Floor finishes inc. base	8,400	SF	25.00	210,000	Wood flooring at gym , Vap. Barrier
107		Ceiling finishes	8,400	SF	16.00	134,400	Acoustic & gyp.
108							
109		Misc. Items					**$3.98**
110		Misc. gym floor markings	8,400	SF	1.50	12,600	
111		Interior sealants & caulking - allowance	8,400	SF	1.25	10,500	
112		Painting touch up	8,400	SF	0.50	4,200	
113		Final Cleanup	8,400	SF	1.00	8,400	
114							
115		**INTERIOR FINISHES**				**480,900**	**$53.66 / SF**
116							
117		**CONVEYING**		NA			No work
118							
119		**CONVEYING**					**$0 / SF**
120							
121		**PLUMBING**					
122							
123		Plumbing Requirements	8,963	GSF	15.00	134,438	

ESTIMATE DETAIL - MULTI-PURPOSE & GYM (NEW)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
124							
125		**PLUMBING**				**134,438**	**$15 / SF**
126							
127		**HVAC**					
128							
129		HVAC Requirements	8,963	GSF	65.00	582,563	
130							
131		**HVAC**				**582,563**	**$65 / SF**
132							
133		**FIRE PROTECTION**					
134							
135		FP Requirements	8,963	GSF	8.00	71,700	
136							
137		**FIRE PROTECTION**				**71,700**	**$8 / SF**
138							
139		**ELECTRICAL**					
140							
141		Electrical Requirements	8,963	GSF	60.00	537,750	
142							
143		**ELECTRICAL**				**537,750**	**$60 / SF**
144							
145		**EQUIPMENT**		EXC			All new equip. OFOI. Rough-in for AV inc. in electrical budget
146							
147		**EQUIPMENT**					**$0 / SF**
148							
149		**FURNISHINGS**					
150							
151		Casework/ Cabinets & Shelving					
152		Casework/ cabinets & shelving - allowance	8,400	SF	3.00	25,200	
153							
154		Window shades					
155		New roller window shades	1,500	SF	20.00	30,000	
156							
157		**FURNISHINGS**				**55,200**	**$6.16 / SF**
158							
159		**SPECIAL CONSTRUCTION**		NA			No work anticipated
160							
161		**SPECIAL CONSTRUCTION**					**$0 / SF**
162							
163		**SELECTIVE DEMOLITION**		NA			See sitework
164							
165		**SELECTIVE BUILDING DEMOLITION**					**$0 / SF**
166							
167		**SITE PREPARATION**		NA			See sitework
168							
169		**SITE PREPARATION**					**$0 / SF**
170							
171		**SITE IMPROVEMENTS**		NA			See sitework
172							
173		**SITE IMPROVEMENTS**					**$0 / SF**
174							
175		**SITE MECHANICAL UTILITIES**					New connections to existing
176							
177		Domestic Cold Water	1	LS	7,500.00	7,500	
178							
179		Fire Water	1	LS	7,500.00	7,500	
180							
181		Sanitary Sewer	1	LS	10,000.00	10,000	
182							
183		Storm Drainage	1	LS	10,000.00	10,000	
184							
185		**SITE MECHANICAL UTILITIES**				**35,000**	**$3.91 / SF**

ESTIMATE DETAIL - MULTI-PURPOSE & GYM (NEW)

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
186							
187		**SITE ELECTRICAL UTILITIES**					New connections to existing
188							
189		Electrical Requirements	1	LS	10,000.00	10,000	
190							
191		**SITE ELECTRICAL UTILITIES**				**10,000**	**$1.12 / SF**
192							
193		**OTHER SITE CONSTRUCTION**		NA			No work anticipated
194							
195		**OTHER SITE CONSTRUCTION**					**$0 / SF**

tbd consultants
Project Management | Construction Cost Management

Date: May 19, 2020
Estimator: TDV/ BT/ DJ
GSF: 2,400

UNIFORMAT SUMMARY - COVERED OUTDOOR AREA

	SECTION	%	TOTAL	$ / SF	COMMENTS
	10 FOUNDATIONS				
	20 BASEMENT CONSTRUCTION				
A	**SUBSTRUCTURE**				
	10 SUPERSTRUCTURE				
	20 EXTERIOR ENCLOSURE				
	30 ROOFING				
B	**SHELL**				
	10 INTERIOR CONSTRUCTION				
	20 STAIRS				
	30 INTERIOR FINISHES				
C	**INTERIORS**				
	10 CONVEYING				
	20 PLUMBING				
	30 HVAC				
	40 FIRE PROTECTION				
	50 ELECTRICAL				
D	**SERVICES**				
	10 EQUIPMENT				
	20 FURNISHINGS				
E	**EQUIPMENT + FURNISHINGS**				
	10 SPECIAL CONSTRUCTION				
	20 SELECTIVE BUILDING DEMOLITION				
F	**SPECIAL CONSTRUCTION + DEMOLITION**				
	10 SITE PREPARATION	1.9%	$7,000	$2.92	
	20 SITE IMPROVEMENTS	88.7%	$328,400	$136.83	
	30 SITE MECHANICAL UTILITIES	4.0%	$15,000	$6.25	
	40 SITE ELECTRICAL UTILITIES	5.4%	$20,000	$8.33	
	50 OTHER SITE CONSTRUCTION				
G	**BUILDING SITEWORK**	**100.0%**	**$370,400**	**$154.33**	
DIRECT COSTS		**100.0%**	**$370,400**	**$154.33**	
	SITE REQUIREMENTS	3.0%	$11,112	$4.63	
	JOBSITE MANAGEMENT	7.0%	$25,928	$10.80	
	PHASING	3.0%	$11,112	$4.63	
	ESTIMATE SUB-TOTAL		**$418,552**	**$174.40**	
	INSURANCE + BONDING	2.5%	$10,464	$4.36	
	FEE	7.0%	$29,299	$12.21	
	ESTIMATE SUB-TOTAL		**$458,314**	**$190.96**	
	DESIGN CONTINGENCY	20.0%	$91,663	$38.19	
	CONSTRUCTION CONTINGENCY	EXC			
	ESTIMATE SUB-TOTAL		**$549,977**	**$229.16**	
	ESCALATION	15.0%	$82,497	$34.37	
ESTIMATE TOTAL			**$632,474**	**$263.53**	total add-ons 70.75%

ESTIMATE DETAIL - COVERED OUTDOOR AREA

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
1							
2		**SITE PREPARATION**					
3							
4		Site Clearing					
5		Site clearing & prep. Inc. hardscaping	2,400	SF	2.50	6,000	
6		Misc. demo - allowance	1	LS	1,000.00	1,000	
7							
8		**SITE PREPARATION**				**7,000**	**$2.92 / SF**
9							
10		**SITE IMPROVEMENT**					
11							
12		Pedestrian Paving					
13		New concrete paving	2,400	SF	16.00	38,400	
14		Curbs & trims - allowance	1	LS	5,000.00	5,000	
15							
16		Site Structures					
17		New steel frame, open-sided shade structure w/ solid roof	2,400	SF	115.00	276,000	
18							
19		Site Furniture					
20		Fixed site furniture - allowance	1	LS	8,000	8,000	Trash/ recycling receptacles, benches, bollards etc.
21							
22		Misc. Items					
23		Site signage - allowance	1	LS	1,000	1,000	
24							
25		**SITE IMPROVEMENTS**				**328,400**	**$136.83 / SF**
26							
27		**SITE MECHANICAL UTILITIES**					
28							
29		Storm Drainage	1	LS	15,000.00	15,000	
30							
31		**SITE MECHANICAL UTILITIES**				**15,000**	**$6.25 / SF**
32							
33		**SITE ELECTRICAL UTILITIES**					
34							
35		Electrical Requirements	1	LS	20,000.00	20,000	Lighting
36							
37		**SITE ELECTRICAL UTILITIES**				**20,000**	**$8.33 / SF**
38							
39		**OTHER SITE CONSTRUCTION**		NA			
40							
41		**OTHER SITE CONSTRUCTION**					**$0 / SF**

UNIFORMAT SUMMARY - SITEWORK

	SECTION	%	TOTAL	$ / SF	COMMENTS
	10 FOUNDATIONS				
	20 BASEMENT CONSTRUCTION				
A	**SUBSTRUCTURE**				
	10 SUPERSTRUCTURE				
	20 EXTERIOR ENCLOSURE				
	30 ROOFING				
B	**SHELL**				
	10 INTERIOR CONSTRUCTION				
	20 STAIRS				
	30 INTERIOR FINISHES				
C	**INTERIORS**				
	10 CONVEYING				
	20 PLUMBING				
	30 HVAC				
	40 FIRE PROTECTION				
	50 ELECTRICAL				
D	**SERVICES**				
	10 EQUIPMENT				
	20 FURNISHINGS				
E	**EQUIPMENT + FURNISHINGS**				
	10 SPECIAL CONSTRUCTION				
	20 SELECTIVE BUILDING DEMOLITION	7.8%	$248,400	$0.78	
F	**SPECIAL CONSTRUCTION + DEMOLITION**	**7.8%**	**$248,400**	**$0.78**	
	10 SITE PREPARATION	11.8%	$374,056	$1.18	
	20 SITE IMPROVEMENTS	75.9%	$2,412,476	$7.62	
	30 SITE MECHANICAL UTILITIES	3.0%	$95,000	$0.30	
	40 SITE ELECTRICAL UTILITIES	1.6%	$50,000	$0.16	
	50 OTHER SITE CONSTRUCTION				
G	**BUILDING SITEWORK**	**92.2%**	**$2,931,532**	**$9.26**	
DIRECT COSTS		**100.0%**	**$3,179,932**	**$10.05**	
	SITE REQUIREMENTS	3.0%	$95,398	$0.30	
	JOBSITE MANAGEMENT	7.0%	$222,595	$0.70	
	PHASING	3.0%	$95,398	$0.30	
	ESTIMATE SUB-TOTAL		**$3,593,323**	**$11.35**	
	INSURANCE + BONDING	2.5%	$89,833	$0.28	
	FEE	7.0%	$251,533	$0.79	
	ESTIMATE SUB-TOTAL		**$3,934,689**	**$12.43**	
	DESIGN CONTINGENCY	20.0%	$786,938	$2.49	
	CONSTRUCTION CONTINGENCY	EXC			
	ESTIMATE SUB-TOTAL		**$4,721,627**	**$14.92**	
	ESCALATION	15.0%	$708,244	$2.24	
ESTIMATE TOTAL			**$5,429,871**	**$17.16**	total add-ons 70.75%

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
1							
2		**SELECTIVE DEMOLITION**					
3							
4		Building Demolition					
5		Demolish existing bldgs. A (music, sea turtle & penguin), bldg. M & restrooms.	10,800	SF	18.00	194,400	Single story
6							
7		Hazardous Components Abatement					
8		Hazardous material abatement prior to demolition of existing building - allowance	10,800	SF	5.00	54,000	
9							
10		**SELECTIVE BUILDING DEMOLITION**				**248,400**	**$0.78 / SF**
11							
12		**SITE PREPARATION**					
13							
14		Site Clearing					
15		Site clearing & prep. inc. hardscaping	133,605	SF	1.25	167,006	
16							
17		Earthworks					
18		Rough & fine grading to require formation for accessibility	133,605	SF	1.00	133,605	
19							
20		Misc. items					
21		Provide temporary construction fence at various stages of construction at each building	2,563	LF	15.00	38,445	
22		Protection of existing items - allowance	1	LS	15,000.00	15,000	
23		Misc. demolition - allowance	1	LS	20,000.00	20,000	
24							
25		**SITE PREPARATION**				**374,056**	**$1.18 / SF**
26							
27		**SITE IMPROVEMENT**					
28							
29		Roadways/ Parking Lots					
30		New vehicle paving inc. curbs & markings - fire access	13,231	SF	18.00	238,158	
31		Reconfigure exist. parking lot, inc. new asphalt, curbs, landscaping, markings etc.	28,851	SF	12.00	346,212	
32							
33		Pedestrian Paving					
34		New paved outdoor	24,761	SF	14.00	346,654	
35		Repairs to exist. pedestrian paved area	29,087	SF	2.00	58,174	
36		New playground concrete paving inc. markings	25,273	SF	16.00	404,368	Upper, lower & kinder play area
37		Entry plaza score concrete paving	3,391	SF	18.00	61,038	
38		Trims & transitions	3,041	LF	15.00	45,615	
39							
40		Site Structures					
41		New central quad - allowance	2,340	SF	80.00	187,200	Assume gazebo structure
42		New outdoor learning space - allowance	1,283	SF	75.00	96,225	Inc. new paving, seating & partial shade structures
43		New covered walkway - allowance	2,000	SF	125.00	250,000	Inc. new paving, seating & shade structures
44							
45		Boundary Treatments					
46		Security fencing inc., footings	125	LF	125.00	15,625	
47		Double gate inc. security hardware	1	PR	15,000.00	15,000	
48		Misc. fencing allowance, assumption fencing & gate around kindergarten play area	1	LS	25,000.00	25,000	
49							
50		Soft Landscaping					
51		Quiet court, assume planting & landscaping	3,388	SF	11.50	38,962	
52		Exist. landscaping at entrance, patch and place allowance	36,300	SF	0.75	27,225	
53		Exist. playing field		EXC			Assume no works
54		New DG running path at exist. playing field. assume 5'-0" width	300	LF	125.00	37,500	As per comments
55		Trim to garden & planting area	5,372	LF	15.00	80,580	

ESTIMATE DETAIL - SITEWORK

REF	MF	DESCRIPTION	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
56		Irrigation (landscaped area only exc. field)	3,388	SF	5.00	16,940	
57							
58		Street Furniture					
59		New Playground furniture		EXC			Assume FF&E budget
60		Fixed site furniture - allowance	1	LS	50,000	50,000	Trash/ recycling receptacles, benches, bollards etc.
61							
62		Misc. Items					
63		Site & ADA signage	1	LS	10,000.00	10,000	
64		SWPP - allowance	1	LS	50,000.00	50,000	
65		SWPP Maintenance	24	MO	500.00	12,000	Assumed construction duration
66							
67		**SITE IMPROVEMENTS**				**2,412,476**	**$7.62 / SF**
68							
69		**SITE MECHANICAL UTILITIES**					
70							
71		Domestic Cold Water	1	LS	15,000.00	15,000	
72							
73		Fire Water	1	LS	20,000.00	20,000	
74							
75		Sanitary Sewer	1	LS	20,000.00	20,000	
76							
77		Storm Drainage	1	LS	40,000.00	40,000	
78							
79		**SITE MECHANICAL UTILITIES**				**95,000**	**$0.3 / SF**
80							
81		**SITE ELECTRICAL UTILITIES**					
82							
83		Electrical Requirements	1	LS	50,000.00	50,000	
84							
85		**SITE ELECTRICAL UTILITIES**				**50,000**	**$0.16 / SF**
86							
87		**OTHER SITE CONSTRUCTION**		NA			
88							
89		**OTHER SITE CONSTRUCTION**					**$0 / SF**

REF	DESCRIPTION	%	QUANTITY	UoM	UNIT RATE	TOTAL	COMMENTS
1							
2	**ALTERNATE - REPAIRS TO EXIT. ROOF IN LIEU OF NEW (NET DEDUCT)**						**ADMIN & CLASSROOMS**
3							
4	**ADD**						
5							
6	Repairs to exist. roof covering		12,000	GSF	10.00	120,000	
7							
8	**DEDUCT**						
9							
10	New standing seam metal roofing system, inc. sheet metal flashing		-12,000	GSF	20.00	-240,000	
11	Misc. roofing Items		-12,000	GSF	4.00	-48,000	
12	Demo. exisit. roof covering		-12,000	GSF	3.00	-36,000	
13							
14	SUB-TOTAL					-204,000	
15	MARK UPS	71%				-144,339	
16	**ALTERNATE - REPAIRS TO EXIT. ROOF IN LIEU OF NEW (NET DEDUCT)**					**-348,339**	
17							
18	**ALTERNATE - REPAIRS TO EXIT. ROOF IN LIEU OF NEW (NET DEDUCT)**						**CLASSROOMS (2 KG/ 3 GEN)**
19							
20	**ADD**						
21							
22	Repairs to exist. roof covering		6,400	GSF	10.00	64,000	
23							
24	**DEDUCT**						
25							
26	New standing seam metal roofing system, inc. sheet metal flashing		-6,400	GSF	20.00	-128,000	
27	Misc. roofing Items		-6,400	GSF	4.00	-25,600	
28	Demo. exisit. roof covering		-6,400	GSF	4.00	-25,600	
29							
30	SUB-TOTAL					-115,200	
31	MARK UPS	71%				-81,509	
32	**ALTERNATE - REPAIRS TO EXIT. ROOF IN LIEU OF NEW (NET DEDUCT)**					**-196,709**	
33							
34	**ALTERNATE - BUR ROOFING ONLY (NET DEDUCT)**						**MULTI-PURPOSE/ GYM**
35							
36	**ADD**						
37							
38	BUR flat roofing system		5,715	SF	20.00	114,300	
39							
40	**DEDUCT**						
41							
42	Standing seam metal roofing system, inc. sheet metal flashing		-5,715	SF	32.00	-182,880	
43							
44	SUB-TOTAL					-68,580	
45	MARK UPS	71%				-48,523	
46	**ALTERNATE - BUR ROOFING ONLY (NET DEDUCT)**					**-117,103**	

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

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

MEMORANDUM

MEETING DATE: May 27, 2020
TO: Members of the Governing Board
FROM: Dr. Leticia Bhatia, Assistant Superintendent Curriculum and Instruction
CATEGORY: Information
RECOMMENDATION: Receive Presentation on Visual and Performing Arts

BACKGROUND INFORMATION

The State Board of Education (SBE) adopted the *California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve (Arts Standards)* on January 9, 2019. The CA Arts Standards have provided guidance to county offices of education and local education agencies to support the arts. As per one of the greatest champions of the arts, Stanford professor Elliot Eisner (2002) once stated “an arts education helps children and youth make sense of the world, communicate their unique ideas across boundaries, and discover who they are as individuals and as members of various groups. Students who experience quality arts education, one that seeks to honor the aesthetic and enduring over the efficient, have an opportunity to engage in complex and nuanced thinking around meaningful work.”

REPORT/PROPOSAL

The CUSD Governing Board will be presented with an overview of the California Department of Education’s Visual and Performing Arts (VAPA) vision and standards, San Mateo County Office of Education VAPA Strategic Plan, and the current VAPA program at Cabrillo Unified School District (CUSD).

FINANCIAL IMPACT

There is no financial impact to the General Fund.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Visual Arts and Performing Arts (VAPA) Programs Overview

Presented by Assistant Superintendent Curriculum and Instruction

Dr. Leticia Bhatia

Governing Board Meeting

May 27, 2020

AGENDA

- CA Department of Education - VAPA Standards 2019
- SMCOE VAPA Master Plan
- Alignment to LCAP Goals
- Current VAPA CUSD Programs
- Next Steps

California Department of Education New VAPA Standards (PreK - 12th)

The State Board of Education (SBE) adopted the *California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve* (*Arts Standards*) on January 9, 2019. To download the revised pre-publication version of the chapters approved by the SBE, select the links below:

- Introduction
- Dance
- Media Arts
- Music
- Theatre
- Visual Arts
- Arts Standards Professional Development Placement (This 11x17 document summarizes content from the introduction to the standards and may be helpful for use in professional learning sessions.)



The 2019 California *Arts* Standards

The California Arts Standards (*Arts Standards*) guide student outcomes in five disciplines: Dance, Media Arts, Music, Theatre, and Visual Arts.

Dance

In dance students develop knowledge, skills, and values that allow for fluency and deep understanding. They discover the expressive elements of dance; know dance-based theory, terminology, and symbolic language used to comprehend dance; have a clear sense of embodying dance; and are able to reflect, critique, and connect personal experience to dance and the dance community.

Media Arts

In media arts students focus on real world relevance and applications in diverse forms and categories such as photography, imaging, sound, animation, video, web design, graphic design, virtual design, and interactive design, as well as their combinations and emerging forms. Media Arts learning emphasizes process, so that the standards will remain relevant even as technology evolves.

Music

In music students discover music's expressive elements, including basic concepts and terminology used to comprehend music. They develop skills necessary to produce music, and are able to reflect, critique, and connect personal experience to music. The standards describe expectations for learning in music regardless of style or genre and impart the breadth and depth of the music experience through the art-making processes.

Theatre

In theatre students explore a wide range of real and imagined issues through drama processes and engagement in unscripted activities. Students learn the broader and more traditional conventions of the craft that have been developed over the centuries through theatre production—scripted plays, acting, public performance, and technical theatre elements.

Visual Arts

In visual arts students engage in authentic creative processes to develop technical artistic skills through contemporary and traditional practices using traditional and non-traditional materials. They discover the expressive qualities of art and are able to reflect, critique, and connect personal experience to art.

California Department of Education
New VAPA Standards (Con't)

A Vision of Artistic Literacy

Arts Standards are grounded in a vision of artistic literacy—the knowledge and understanding required to participate authentically in the arts—which is explained in the philosophical foundations and lifelong goals below. Fluency in the languages of the arts means the ability to create; perform, produce, or present; respond; and connect through symbolic and metaphoric forms that are unique to the arts.
An artistically literate person is able to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

Philosophical Foundations and Lifelong Goals[2]

	Philosophical Foundations	Lifelong Goals
THE ARTS AS COMMUNICATION	In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and are able to respond by analyzing and interpreting the artistic communications of others.
THE ARTS AS CREATIVE PERSONAL REALIZATION	Participation in each of the arts as creators, performers, and audience members (responders) enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
THE ARTS AS CULTURE, HISTORY, AND CONNECTORS	Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.
THE ARTS AS MEANS TO WELLBEING	Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.
THE ARTS AS COMMUNITY ENGAGEMENT	The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together.	Artistically literate citizens seek artistic experiences and support the arts in their local, state, national, and global communities.
THE ARTS AS PROFESSION	Professional artists weave the cultural and aesthetic fabric of communities and cultivate beauty, enjoyment, curiosity, awareness, activism, and personal, social, and cultural connection and reflection. This fabric strengthens communities as a whole, enhances the lives of individuals, and inspires the global community.	Artistically literate citizens appreciate the value of supporting the arts as a profession by engaging with the arts and by supporting the funding of the arts. Some artistically literate individuals will pursue a career in the arts, thereby enriching local, state, national, and global communities and economies.

Artistic Processes, Anchor Standards, and Performance Standards

The *Arts Standards* are based on four **artistic processes** which define and organize the link between the art and the learner. These artistic processes—**creating; performing, producing, presenting; responding; and connecting**—are the cognitive and physical actions by which arts learning and making are realized. **Process components** are operational verbs that define the behaviors and artistic practices that students engage in as they work through the artistic processes in each discipline.

Each artistic process branches into either two or three **anchor standards**, which describe the general behaviors, artistic skills and habits of mind that teachers expect students to demonstrate as an outcome of their arts education. These anchor standards are parallel across arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy. The grade level **performance standards** for grades prekindergarten through eight and proficiency levels for grades nine through twelve describe student learning outcomes specific to each arts discipline.

ARTISTIC PROCESSES COMMON TO ALL DISCIPLINES

Creating
Conceiving and developing new artistic ideas and work.

Performing (dance, music, theatre)
Realizing artistic ideas and work through interpretation and presentation.

Presenting (visual arts)
Interpreting and sharing artistic work.

Producing (media arts)
Realizing and presenting artistic ideas and work.

Responding
Understanding and evaluating how the arts convey meaning.

Connecting
Relating artistic ideas and work with personal meaning and external context.

IN EACH ARTS DISCIPLINE STUDENTS WILL...

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.
4. Analyze, interpret, and select artistic work for presentation.
5. Develop and refine artistic work for presentation.
6. Convey meaning through the presentation of artistic work.
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.
10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Endnotes

1 *California Arts Standards (2019). This document, available online at https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp.*

2 *Adapted from the NCAS Standards Conceptual Framework, p. 10.*

Scan the QR code for specific performance standards

San Mateo County Office of Education (SMCOE)
Visual, Performing, and Media Arts Strategic Plan

The Vision

Every Student in San Mateo County Public Schools Receives an Engaging, Impactful Arts Education Delivered by a High Quality Instructor

The Goal: Equity And Access To Arts Education For All Students

According to data from the Arts Education Data Project, only 44 percent of students in San Mateo County received some arts education at the secondary level. In schools with a high population of students facing socioeconomic challenges, that number goes down to 36 percent. These data points reflect the need to place equity and access to arts education at the forefront of our work.

This Visual, Performing, and Media Arts Strategic Plan was developed over nine months with input from district leaders, teachers, community arts education organizations, and SMCOE staff. It is organized around three strategic directions to accomplish its goal.

San Mateo County Office of Education (SMCOE)
Visual, Performing, and Media Arts Strategic Plan

The Value of Arts Education

Research has repeatedly shown the important connections between an arts education and success in school, career, and life. Examples of this research include the following:

- Longitudinal data of 25,000 students demonstrate that involvement in the arts is linked to higher academic performance, increased standardized test scores, more community service, and lower dropout rates. Students regardless of their socioeconomic status reap these cognitive and developmental benefits. (Catterall, Dumais, & Hampden-Thompson, 2012)
- 1,500 Chief Executive Officers surveyed by IBM ranked creativity as the most important leadership quality they are looking for in their workers, and 85 percent of those same executives cannot find the creative applicants they seek. (IBM Corporation, 2010)
- One out of ten jobs in California is now in the creative industries, and the creative economy is the second largest regional business sector. (Beacon Economics, 2019)
- The arts can help engender respect for cultural differences and honor all voices, while helping students embrace create their own unique identity. (CREATE CA, 2015)
- Arts-based programs reinforce second language acquisition for English Language Learners. (Spina, 2006)

LCAP and MTSS Connection

LCAP Goal 1 - College and Career & English Learner Support

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 learner students.

LCAP Goal 2 - Student Engagement

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

LCAP Goal 3 - Parent Involvement

Implement a stakeholder communication plan to support parent involvement.

LCAP Goal 4 - Positive School Climate

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

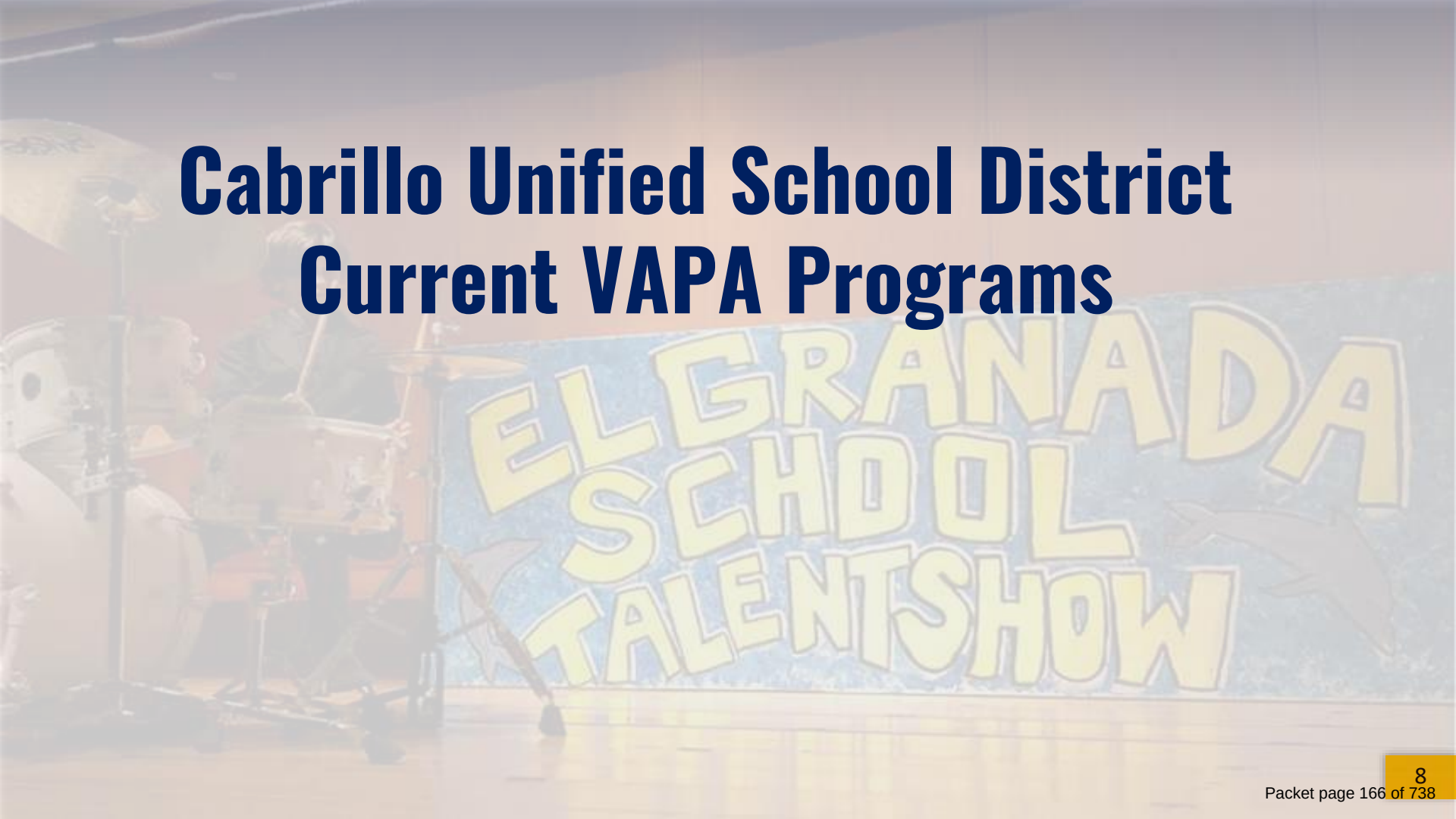








Cabrillo Unified School District
Current VAPA Programs



Visual Arts

ELEMENTARY

Integrated Art Lessons

Art In Action

Schoolwide Projects

PTO support

SECONDARY

Introductory & Advanced Courses:

- Digital Art and Design
- Art I-III & AP Art
- AP Studio Art
- Metal Sculpture (Beg & Adv)

Enrollment:

HMB High School (345)

Cunha Intermediate (240)

Performing Arts

ELEMENTARY

Developing Literacy

Partnerships in Performing Arts

Unique Opportunities for Participation

PTO Support

SECONDARY

Courses:
Drama

Broadcasting

Enrollment:
HMB High School (154)
Cunha Intermediate (145)

Music

ELEMENTARY

Music in Daily Routines

Distinct Site Specific Programs (PTO Support)

5th Grade Band

SECONDARY

Courses and Activities:

- Band
  - Jazz
  - Instrumental
  - Chorale
  - Marching
  - Ensemble
- Community Performances

Course Enrollment:

- HMB High School (92)
- Cunha Intermediate (59)

Community Events

Talent Shows

Festivals and Fiestas

Parent Engagement through Crafts

Secondary Partnership with Elementary



Quotes from CUSD Educators

I am proudest of ….

… “providing a safe space for students to voice opinions, express ideas, and create meaning using visual art techniques, materials, and perspectives.”

… “seeing the development of skills as my students became actors who could lean into their performances on stage. The skills that they learn in theater are easily transferable to other classes (public speaking, working in groups, et cetera).”

… “students’ work with 3D modeling.”

Next Steps

- VAPA Committee (2020-2021)
- Development of a CUSD VAPA Master Plan
  - Review of Current VAPA Programs at CUSD
  - Review and potential adoption of VAPA Curriculum and Materials and Supplies
- Application to VAPA related grants (if available)



Every child is an artist.

The problem is how to remain an artist once we grow up.

~Pablo Picasso

Questions?

Thank you!

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

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

MEMORANDUM

MEETING DATE: May 27, 2020
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Information
RECOMMENDATION: Receive Cabrillo Unified School District Financial Overview Update

BACKGROUND INFORMATION

The rapid changes resulting from the California response to the COVID-19 pandemic seriously alter the financial landscape of K-12 educational funding. The Governor's budget presentation on May 14, 2020 establishes the premises to inform CUSD's 2020-21 budget development.

REPORT/PROPOSAL

The purpose of this presentation is to provide the CUSD Governing Board with the continuously changing realities of our financial landscape.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

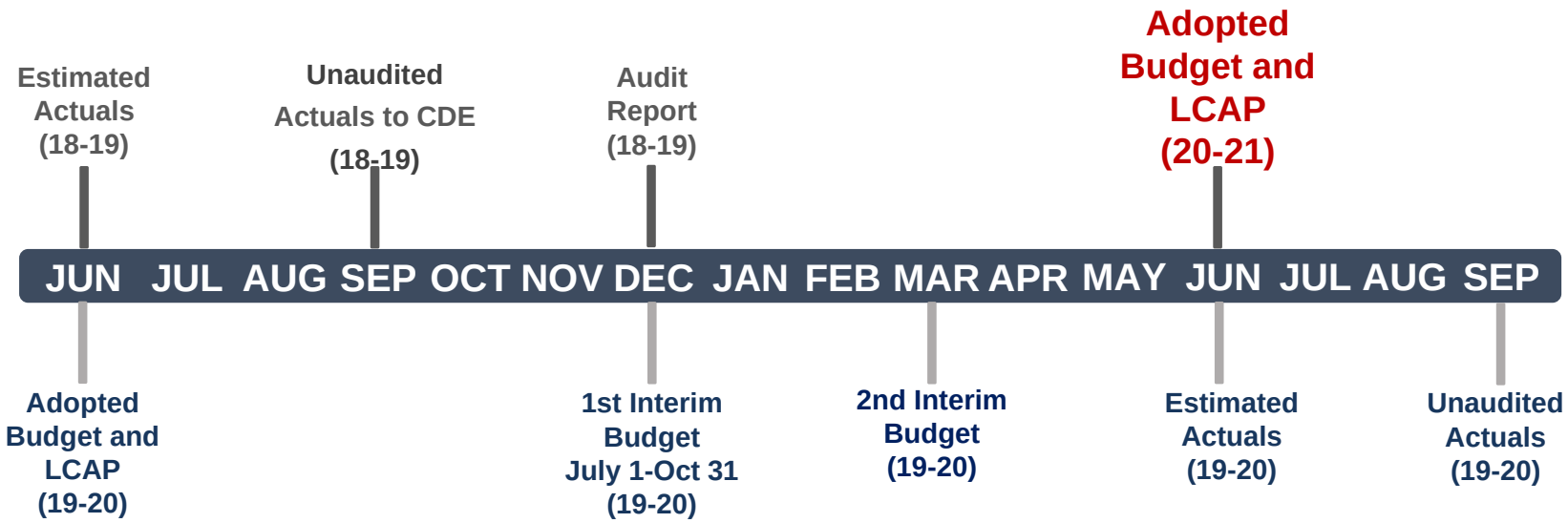
Cabrillo Unified School District Financial Overview Update

J Jesus Contreras, Chief Business Officer

Governing Board Meeting

May 27, 2020

2020-21 Budget Development



Department of Finance (DOF): May 7, 2020

COVID-19's severe impact on California has led to the following:

- Unemployment claims have drastically increased. Since mid-March, more than 4.2 million claims have been filed
- Job losses have occurred disproportionately in the lower-wage sectors of the economy, amplifying the wage disparity that existed before the pandemic
- DOF projects that 2020 unemployment rate will be 18 percent, a much higher rate than during the Great Recession
- California personal income is projected to fall by nearly 9 percent on an annual basis in 2020
- Permits for new housing construction, a key economic indicator, are forecast to drop by more than 21 percent this year

May Revise (May 14, 2020): COVID-19

"We are not going to roll over and accept $ 19 Billion of cuts to public education." Gavin Newsom

- **California's $54 Billion Budget Deficit**
- **Depleted "Rainy Fund" -** $524 Million
- **May Revise Implications:**
  - Proposition 98 will decline by $19 Billion
  - 10% cut to LCFF – if passed, HEROES Act might mitigate the effect
  - COLA Zeroed Out – We are told to expect -2 to -15% COLA instead
- **Mitigating Measures:**
  - $4.4 Billion Federal funds to LEAs – COVID-19 School Closures
  - $2.3 Billion reduced LEAs contribution rates in 2020-21 & 2021-22
  - Special Ed. Base rate increase still planned to $645 per pupil

School and District Financial Pressures:

Pre-COVID-19:

- Health care
- Pensions liability
- Special Education
- Declining enrollment

Added with COVID-19:

- Remote learning
- Reopening schools while complying with health orders – social distancing, etc.

What to Expect:

We must exercise local flexibility to effectively deal with:

- Deferrals and cash-flow constrictions
- Inter-fund borrowing
- Exclude contributions to routine restricted maintenance
- Use proceeds from sale of surplus property for one-time general fund purposes
- Use of technology-based options for serve students with disabilities

How to move forward:

- Continue dialogue with local unions to create new ways to holistically educate children, keep jobs, and creatively increase savings and minimize reductions
- Act positively and creatively to face uncertainty, ambiguity, and fiscal distress
- Always keep in mind that we are “Better Together.”

Questions? / Thank you!

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NOTICE OF PUBLIC HEARING ON CABRILLO UNIFIED SCHOOL DISTRICT ENTERING AN ENERGY SERVICES CONTRACT

(GOVERNMENT CODE SECTION 4271.10 ET SEQ.)

NOTICE IS HEREBY GIVEN that in accordance with California Government Code section 4217.12, the Governing Board ("Board") of the Cabrillo Unified School District ("District") will consider entering into a contract related to energy conservation measures under California Government Code sections 4217.10-.18 with Syserco, Inc. ("Agreement).

The time and place set for public hearing on the intention of the Board to consider entering into the Agreement is Wednesday, May 27, 2020 at 7:00 p.m., or as soon thereafter as practicable, via Teleconference. At the meeting, the Board will hold a public hearing on and consider a resolution to adopt findings required by California Government Code section 4217.12 regarding anticipated energy cost savings and other benefits the District may receive if the Board decides to enter into the Agreement. The Board will also hear the testimony of all interested persons for or against the proposed Agreement. Any protest pertaining to the regularity or sufficiency of the proceedings shall be in writing and shall clearly set forth the irregularities and defects to which the objection is made. Any written protest shall be filed with the Clerk of the Board on or before the time set for the hearing. The District may waive any irregularities in the form or content of any written notice and at the hearing may correct minor defects in the proceedings. Written protests may be withdrawn, in writing, at any time before the conclusion of the hearing. The resolution, Agreement, and supporting documents will be included with the Board's regular public agenda for the May 27, 2020 meeting.

Agenda containing teleconference link will be available on

Friday, May 22, 2020

Agenda will be available on our website,

Governing Board of Cabrillo Unified School District

https://app.eduportal.com/meetings/121616

If you have any questions, please contact:
J Jesús Contreras
Chief Business Officer
contrerasj@cabrillo.k12.ca.us

Posted: May 12, 2020

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: May 27, 2020
TO: Members of the Governing Board
FROM: Jesus Contreras, Chief Business Officer
Leticia Bhatia, Assistant Superintendent Curriculum and Instruction
CATEGORY: Consent
RECOMMENDATION: Approve Single Plan for Student Achievement (SPSA) 2020-2021

BACKGROUND INFORMATION

The Single Plan for Student Achievement (SPSA) is an action plan to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. The SPSA contains the school's action plans to increase student achievement and aligns categorical funding to support the action plans. The plan must be approved by the School Site Council, site English Language Advisory Committee (ELAC) representatives, and the Board of Trustees.

In an effort to reduce redundancies at the local level, the templates for the Local Control and Accountability Plan (LCAP) and the School Plan for Student Achievement (SPSA) have been redesigned to work together. The LCAP is a local educational agency (LEA) level planning document with a three-year timeline, while the School Plan is specific to a school site with a one-year term. Despite these differences, the nature of each plan is similar by design. As a result, an LEA and its schools can benefit from the use of a shared vocabulary and planning process that is embedded in a context of continuous improvement.

Due to the current Shelter In Place order and transition to remote learning, the Local Control Accountability Plan (LCAP) has been postponed until mid-December 2020. However, our San Mateo County Office of Education partners have recommended the approval of the site Single Plan for Student Achievement (SPSA) prior to the end of the 2019-2020 academic school year.

REPORT/PROPOSAL

It is recommended that the Cabrillo Unified School District board of trustees approve the Single Plan for Student Achievement (SPSA) for all CUSD school sites:

- Half Moon Bay High School
- Pilarcitos High School
- Cunha Intermediate School
- El Granada Elementary School
- Farallone View Elementary School
- Hatch Elementary School
- Kings Mountain Elementary School

FINANCIAL IMPACT

There is no financial impact to the General Fund.

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alvin S. Hatch Elementary	41688906043616	May 18, 2020	May 27, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Resource inequities are reflected in data analysis to include:
a need to support structured literacy for students performing below standard, support for student engagement and social and emotional needs of referred students, support for student literacy to include supplemental support for English Learners, and attention to climate regarding attendance and suspension. These areas are defined as areas of need in the CA Accountability Dashboard and will address both state and local indicators.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are highly qualified.

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

Teachers at all grade levels are trained in state adopted materials. In both language arts and social studies, teachers utilize guided reading, GLAD strategies, systematic phonics, and Teachers College Reading and Writing Workshop strategies. Science and math instruction use hands on strategies to provide universal access to state adopted materials. Project based learning is used in all areas to provide students a higher level of rigor needed to meet the CCSS.

Parental Engagement

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

Hatch Elementary students benefit from community volunteers in the classroom daily. In addition, through the Amity Intern Program, students have access to additional support from 4-6 Amity interns that Hatch has on site daily/ annually. These interns work every day of the school year in classes to support students academically while exposing them to their cultures. District provided SES instruction provided by TutorWorks provides students with enriched academic support after school. Finally, the Hatch Homework Club provides students with academic support twice a week with adult tutors (teachers, high school students, and Amity interns).

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

The Hatch Elementary School community is involved as stakeholders in a variety of settings. These stakeholders help analyze data and make decisions about school goals, action steps, materials, and funding. The following forums are available for stakeholder feedback:

School Site Council Meetings
Hatch Leadership Team Meetings
PTO Meetings
Grade Level Team Meetings
District-wide Staff Development Opportunities
ELAC Meetings/ ELAC PTO Coffee Dates

Funding

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

Categorical funding is used to provide support to under performing students through researched based, targeted intervention based upon assessment results. Teacher teams collaborate in weekly grade level team meetings to discuss best practices and needed intervention strategies. Interventions are provided throughout the school day as well as after school. Classroom teachers, Amity interns, parent volunteers, and student teachers help support these efforts. A variety of materials and instructional practices are implemented including: small group instruction, 1 on 1 instruction, leveled groups, and GLAD strategies.

Fiscal support (EPC)

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

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

Goals are reviewed and revised as needed by school site council on an ongoing basis and yearly to review and establish yearly goals. The goals are established based on LCAP goals and all teachers, classified staff, Parent Teacher Organization, and the English Language Advisory Committee provide feedback and are involved in the process.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

A good amount of students do not have access to technology and/or internet connectivity. This creates inequities among our students to access remote learning resources for the different content areas of English Language Arts (reading and writing), Mathematics, Social Studies, and Science. There is an equity issue as well among teachers with the ones who are technology well equipped

and savvy, and with the ones who technology access is limited at home, limited knowledge, and not familiar with online programs. A professional development in this topic would be extremely beneficial.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0%	0.17%	0%	0	1	0
African American	0%	0.17%	0%	0	1	0
Asian	1.00%	0.85%	0.89%	6	5	5
Filipino	1.3%	1.19%	1.95%	8	7	11
Hispanic/Latino	55.5%	56.39%	57.02%	345	331	321
Pacific Islander	0%	0%	0%	0	0	0
White	38.3%	39.01%	37.3%	238	229	210
Multiple/No Response	1.1%	0%	0%	7	0	0
			Total Enrollment	622	587	563

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	111	92	91
Grade 1	100	93	74
Grade 2	107	101	93
Grade3	119	98	100
Grade 4	90	115	96
Grade 5	95	88	109
Total Enrollment	622	587	563

Conclusions based on this data:

1. Enrollment has decreased by 35 students.
2. The ethnic make-up of the population remains consistent.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	254	243	234	40.8	41.4	41.6
Fluent English Proficient (FEP)	29	28	37	4.7	4.8	6.6
Reclassified Fluent English Proficient (RFEP)	16	18	20	6.2	7.1	8.2

Conclusions based on this data:

1. Reclassification rate increased by 0.9% from 16-17 to 17-18.
2. Percentage of English Learners slightly increased from 40.8% to 41.4% (+0.6%).

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	119	97	100	117	96	97	117	96	97	98.3	99	97
Grade 4	91	108	100	90	108	97	90	108	97	98.9	100	97
Grade 5	94	89	111	93	88	109	93	88	109	98.9	98.9	98.2
All	304	294	311	300	292	303	300	292	303	98.7	99.3	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2413.	2407.	2428.	23.08	18.75	19.59	18.80	18.75	35.05	23.93	28.13	25.77	34.19	34.38	19.59
Grade 4	2459.	2437.	2450.	25.56	18.52	18.56	20.00	19.44	20.62	17.78	19.44	25.77	36.67	42.59	35.05
Grade 5	2454.	2498.	2486.	9.68	19.32	23.85	23.66	28.41	21.10	21.51	20.45	17.43	45.16	31.82	37.61
All Grades	N/A	N/A	N/A	19.67	18.84	20.79	20.67	21.92	25.41	21.33	22.60	22.77	38.33	36.64	31.02

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.00	21.88	25.77	41.38	45.83	56.70	33.62	32.29	17.53
Grade 4	27.78	19.44	19.59	42.22	43.52	48.45	30.00	37.04	31.96
Grade 5	15.05	28.41	30.28	43.01	43.18	35.78	41.94	28.41	33.94
All Grades	22.74	22.95	25.41	42.14	44.18	46.53	35.12	32.88	28.05

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.41	10.42	9.28	41.38	47.92	60.82	36.21	41.67	29.90
Grade 4	24.44	15.74	13.40	42.22	39.81	55.67	33.33	44.44	30.93
Grade 5	13.98	29.55	24.77	44.09	32.95	42.20	41.94	37.50	33.03
All Grades	20.40	18.15	16.17	42.47	40.41	52.48	37.12	41.44	31.35

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.55	17.71	20.62	53.45	62.50	73.20	25.00	19.79	6.19
Grade 4	13.33	17.59	23.71	60.00	62.96	58.76	26.67	19.44	17.53
Grade 5	9.68	19.32	13.76	56.99	59.09	56.88	33.33	21.59	29.36
All Grades	15.38	18.15	19.14	56.52	61.64	62.71	28.09	20.21	18.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.14	16.67	22.68	46.55	48.96	50.52	29.31	34.38	26.80
Grade 4	23.33	10.19	12.37	50.00	50.00	55.67	26.67	39.81	31.96
Grade 5	7.53	20.45	25.69	46.24	55.68	32.11	46.24	23.86	42.20
All Grades	18.73	15.41	20.46	47.49	51.37	45.54	33.78	33.22	33.99

Conclusions based on this data:

1. In the area of reading and "demonstrating understanding of literary and non-fictional texts" all grade levels increased the percentages of students "At or Near Standard" from 42.14% in 2016-2017 to 44.18% in 2017-2018.
2. The claims of Reading (+0.21%) and Listening (+2.77%) increased the percentage of students above standard in 'All Grades' (overall).
3. Grade 5 greatly increased the percentage of students above standards in all the claims. Reading +13.36%, Writing +15.57%, Listening +9.64%, and Research and Inquiry +12.92%.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	119	97	100	117	96	99	117	96	99	98.3	99	99
Grade 4	91	108	100	90	108	99	90	108	99	98.9	100	99
Grade 5	94	89	111	92	88	110	92	88	110	97.9	98.9	99.1
All	304	294	311	299	292	308	299	292	308	98.4	99.3	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2432.	2425.	2424.	20.51	10.42	13.13	30.77	34.38	25.25	22.22	28.13	36.36	26.50	27.08	25.25
Grade 4	2445.	2445.	2454.	4.44	10.19	11.11	25.56	20.37	23.23	37.78	31.48	37.37	32.22	37.96	28.28
Grade 5	2467.	2470.	2471.	5.43	6.82	13.64	22.83	18.18	15.45	30.43	32.95	25.45	41.30	42.05	45.45
All Grades	N/A	N/A	N/A	11.04	9.25	12.66	26.76	24.32	21.10	29.43	30.82	32.79	32.78	35.62	33.44

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.90	20.83	27.27	39.66	42.71	37.37	28.45	36.46	35.35
Grade 4	11.11	20.37	21.21	36.67	25.00	29.29	52.22	54.63	49.49
Grade 5	18.48	9.09	18.18	30.43	34.09	25.45	51.09	56.82	56.36
All Grades	21.48	17.12	22.08	35.91	33.56	30.52	42.62	49.32	47.40

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.62	28.13	23.23	37.61	43.75	55.56	30.77	28.13	21.21
Grade 4	11.11	17.59	19.19	55.56	39.81	47.47	33.33	42.59	33.33
Grade 5	8.70	14.77	13.64	46.74	46.59	46.36	44.57	38.64	40.00
All Grades	18.39	20.21	18.51	45.82	43.15	49.68	35.79	36.64	31.82

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.03	17.71	20.20	39.66	54.17	56.57	29.31	28.13	23.23
Grade 4	14.44	13.89	16.16	43.33	40.74	45.45	42.22	45.37	38.38
Grade 5	6.52	7.95	11.82	50.00	44.32	46.36	43.48	47.73	41.82
All Grades	18.46	13.36	15.91	43.96	46.23	49.35	37.58	40.41	34.74

Conclusions based on this data:

1. Grade 5 increased the percentage of students Above Standard in the claims of Problem Solving and Modeling/Data Analysis (+6.07%) and Communicating Reasoning (+1.43%). Also, this grade level increased the percentage of students Exceeding Standards from 5.43% to 6.82%.
2. Grade 4 increased the percentage of students Above Standard in the claims of Concepts and Procedures (+9.26%) and Problem Solving and Modeling/Data Analysis (+6.48%). Also, this grade level increased the percentage of students Exceeding Standards from 4.44% to 10.19%.
3. Grade 3 increased the percentage of students At or Near Standard in all claims: Concepts and Procedures (+3.05%), Problem Solving and Modeling/Data Analysis (+6.14%), and Communicating Reasoning (+14.51%).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1431.2	1426.3	1443.6	1442.7	1402.1	1387.6	52	33
Grade 1	1455.8	1459.3	1474.6	1478.3	1436.5	1440.0	47	42
Grade 2	1495.9	1480.2	1507.0	1493.2	1484.2	1466.7	42	48
Grade 3	1476.3	1490.4	1464.9	1484.1	1487.1	1496.2	34	31
Grade 4	1484.9	1518.6	1478.6	1510.6	1490.8	1526.3	33	32
Grade 5	1533.0	1532.3	1528.3	1530.5	1537.3	1533.6	13	33
All Grades							221	219

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	38.46	6.06	25.00	54.55	30.77	36.36	*	3.03	52	33
1	34.04	7.14	29.79	45.24	*	38.10	*	9.52	47	42
2	54.76	6.25	28.57	54.17	*	29.17	*	10.42	42	48
3	*	6.45	*	58.06	41.18	25.81	*	9.68	34	31
4	*	18.75	45.45	59.38	36.36	9.38	*	12.50	33	32
5	*	30.30	*	36.36	*	27.27		6.06	13	33
All Grades	31.22	11.87	31.22	51.14	25.34	28.31	12.22	8.68	221	219

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	40.38	18.18	32.69	45.45	21.15	33.33	*	3.03	52	33
1	59.57	23.81	23.40	50.00	*	23.81	*	2.38	47	42
2	78.57	33.33	*	43.75	*	20.83	*	2.08	42	48
3	*	22.58	*	54.84	38.24	12.90	*	9.68	34	31
4	*	43.75	48.48	43.75	*	6.25	*	6.25	33	32
5	*	51.52	*	30.30	*	12.12		6.06	13	33
All Grades	45.25	31.96	27.15	44.75	19.00	18.72	8.60	4.57	221	219

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	23.08	0.00	*	24.24	57.69	66.67	*	9.09	52	33
1	*	4.76	23.40	23.81	25.53	45.24	38.30	26.19	47	42
2	33.33	6.25	26.19	27.08	28.57	43.75	*	22.92	42	48
3		9.68	*	19.35	41.18	54.84	44.12	16.13	34	31
4		12.50	*	31.25	45.45	43.75	*	12.50	33	32
5	*	12.12	*	24.24	*	48.48		15.15	13	33
All Grades	15.84	7.31	22.62	25.11	38.91	49.77	22.62	17.81	221	219

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	61.54	18.18	36.54	78.79	*	3.03	52	33
1	74.47	59.52	23.40	38.10	*	2.38	47	42
2	69.05	39.58	28.57	47.92	*	12.50	42	48
3	*	12.90	61.76	67.74	32.35	19.35	34	31
4	*	9.38	54.55	75.00	*	15.63	33	32
5	*	15.15	*	75.76		9.09	13	33
All Grades	51.58	28.31	38.46	61.64	9.95	10.05	221	219

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.77	21.21	57.69	72.73	*	6.06	52	33
1	46.81	11.90	42.55	80.95	*	7.14	47	42
2	78.57	33.33	*	64.58	*	2.08	42	48
3	35.29	64.52	41.18	22.58	*	12.90	34	31
4	51.52	71.88	36.36	28.13	*	0.00	33	32
5	*	78.79	*	15.15	*	6.06	13	33
All Grades	48.42	44.29	39.37	50.23	12.22	5.48	221	219

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	76.92	96.97	*	3.03	52	33
1	31.91	19.05	25.53	50.00	42.55	30.95	47	42
2	45.24	8.33	30.95	72.92	*	18.75	42	48
3	*	9.68	44.12	61.29	52.94	29.03	34	31
4	*	9.38	57.58	68.75	39.39	21.88	33	32
5	*	24.24	*	48.48		27.27	13	33
All Grades	21.27	11.87	49.32	66.21	29.41	21.92	221	219

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.15	33.33	44.23	57.58	*	9.09	52	33
1	*	2.38	55.32	78.57	36.17	19.05	47	42
2	*	6.25	71.43	62.50	*	31.25	42	48
3	*	9.68	79.41	77.42	*	12.90	34	31
4	*	9.38	84.85	87.50	*	3.13	33	32
5	*	9.09	*	84.85		6.06	13	33
All Grades	21.72	10.96	63.35	73.97	14.93	15.07	221	219

Conclusions based on this data:

1. In the Overall Language section, most of the students are distributed between the performance level 3 (69) and 4 (69).
2. Within the Overall Language, the Written Language section most of the students are in the performance level 2 (86) and most of them in the primary grade levels (K, 1st, and 2nd)
3. In the domains of Listening and Speaking, most of the students are in the "Well Developed" performance level. In the domains of Reading and Writing, most of the students are in the "Somewhat/Moderately" performance level.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
563	**46.5**	**41.6**	**0**
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	234	41.6
Foster Youth		0
Homeless	15	2.7
Socioeconomically Disadvantaged	262	46.5
Students with Disabilities	34	6.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Asian	5	0.9
Filipino	11	2.0
Hispanic	321	57.0
Two or More Races	16	2.8
White	210	37.3

Conclusions based on this data:

1. About 42% of are English Language Learners of the total enrollment at Hatch Elementary.
2. The Hispanic population overpasses the White population by almost 20%.
3. The percentage of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma is 46.5%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Yellow
Mathematics  Orange		

Conclusions based on this data:

1. Three out of the five groups are in Orange.
2. English Learners' performance level is Yellow.
3. Both English Language Arts and Mathematics performance levels are in Orange.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	1	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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Yellow	 No Performance Color
13.8 points below standard	55 points below standard	0 Students
Increased ++7.9 points	Increased Significantly ++18.6 points	
300	130	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	59.9 points below standard	101.5 points below standard
10	Increased ++5.4 points	Declined -5.6 points
	144	27

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 47.1 points below standard Increased Significantly ++16.2 points 170	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	No Performance Color 0 Students	Green 31 points above standard Increased ++5.2 points 116

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
82.9 points below standard Increased Significantly ++17.9 points 83	5.7 points below standard Increased ++8 points 47	18.7 points above standard Increased ++5.7 points 164

Conclusions based on this data:

1. Based on the Fall 2017 English Language Arts Report, the student group "All students" declined by 16.7 points.
2. Based on the Fall 2017 English Language Arts Report, out of the five student groups, two are performing in the orange level, two are performing in the red level, and one group is performing in the green level.
3. Based on the Fall 2017 EL Additional Assessment Data, the English Learner group declined 14.4 points.

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.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Yellow	
33.2 points below standard	65.9 points below standard	
Maintained ++1.7 points	Increased ++6.8 points	
300	130	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	73.4 points below standard	117.6 points below standard
10	Maintained -2.5 points	Declined Significantly -26.9 points
	144	27

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 58.4 points below standard Increased ++6.1 points 170	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8		Green 1.8 points above standard Increased ++3.2 points 116

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
86.6 points below standard Declined -6 points 83	29.4 points below standard Increased Significantly ++26 points 47	8.1 points below standard Maintained ++1.4 points 164

Conclusions based on this data:

1. Based on the Fall 2019 Mathematics Status and Change Report, four student groups maintained orange level performance (All students, English Learners, Socioeconomically disadvantaged, and Hispanic students).
2. Based on the Fall 2019 Mathematics Status and Change Report, the Hispanic group increased 6.1 points.
3. Based on the Fall 2019 EL Additional Assessment Data, the English Learner group increased 2.1 points.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
48.6 making progress towards English language proficiency
Number of EL Students: 179
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
35	57	6	81

Conclusions based on this data:

1. The English Learner Progress group performance increased by 2.0% and its performance level is Yellow.
2. Based on the data of Fall 2017, the English Learner group performance increased by 2.6 points in Mathematics.
3. Based on the data of the Fall 2017, the English Learner group performance decreased by 15 points in English Language Arts

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.

2019 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.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	1	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
		
Yellow	Yellow	No Performance Color
5.7	6.7	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.2	Maintained +0.3	0
577	238	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Yellow	Orange
6.3	6.4	9.8
Increased +6.3	Maintained 0	Increased +5.3
16	281	51

2019 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	Less than 11 Students - Data Not Displayed for Privacy	0
0	0	5	12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Orange	No Performance Color	No Performance Color	Green
7.4	0	Less than 11 Students - Data Not Displayed for Privacy	4.1
Increased +1.2	Declined -7.1	0	Declined -1.1
325	18		217

Conclusions based on this data:

1. Chronic absenteeism has been reduced by 0.2 points overall.
2. English Learners group is maintained in the yellow range although is was increased by 0.3 points.
3. Students with disabilities group increased overall the absences by 5.3 points.

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.

2019 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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	0	4

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Blue	
0.7	0	
Increased +0.4	Declined -0.4	
579	239	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Blue	 Blue
0	0.4	0
Maintained 0	Declined -0.3	Declined -2.3
16	282	51

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		 No Performance Color Less than 11 Students - Data 5	 No Performance Color 8.3 12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue 0 Declined -0.6 326	 No Performance Color 0 Maintained 0 18		 Orange 1.4 Increased +1.4 218

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.3	0.7

Conclusions based on this data:

1. In the student group, all students, based on the data provided by the Fall 2017, the suspension rate increased slightly by 0.4%.
2. Hispanic group (348 students) maintained the same status (Yellow).
3. In the group of Students with Disabilities, the suspension rate decreased by 5% and they are in the green performance level.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Achievement: Literacy and Reclassification

LEA/LCAP Goal

There shall be a particular focus on literacy and reclassification of the district's English Language Learner students.

Goal 1

During the 2018-2019 school year, our second year of adoption of ELA/SLA curriculum (Wonders/Maravillas), all teachers will continue to support access to the Common Core State Standards. Students are expected to improve by 3% in grade level proficiency in English Language Arts as measured by Fountas and Pinnell in grades K-2, Spanish Language Arts as measured by Fountas and Pinnell in grades K-3, and as measured by CAASPP assessments in grades 4 and 5.

In order to increase the rate of reclassification, ELD instruction will focus on students achieving grade level proficiency in reading and upward movement of at least one ELPAC level, with the end goal of reclassification.

Students will be provided with remote learning assignments to reach this goal.

Identified Need

3th to 5th grade English Learners, Low Income, and Hispanic students remain far below school wide results in ELA, reflecting a need for additional supports for teachers and students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	46% (3rd grade), 44% (4th grade), 44% (5th grade)	49% (3rd grade), 47% (4th grade), 47% (5th grade)
Fountas and Pinnell	Assessments are in progress (Fall 2018)	3% increase from fall 2018 to fall 2019
Reclassification Rate	20 students reclassified during the 2017-2018 School Year	3% more students will reclassify during the 2018-2019 School Year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and socioeconomically disadvantaged students in grades 4-5

Strategy/Activity

Provide research-based, targeted interventions beyond the school day for targeted subgroups of students who are not meeting grade level standards utilizing computer-based reading software (Lexia), ELD standards-based instruction including, but not limited to: Wonders (ELD curriculum), guided reading, RAZ Kids (Online guided reading program with interactive ebooks, downloadable books, and reading quizzes), drama-based listening/speaking activities, and literature circles. Two sessions weekly for twenty weeks of targeted intervention for students. Sessions are one hour twice a week, fifteen students per section. The cost of teacher salaries are calculated at $2,000 per one session, including hourly rate and benefits. We will measure the effectiveness of the strategy through end of the year data from ELPAC, CAASPP, and EADMS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2977	Title III 1000-1999: Certificated Personnel Salaries Pay for two teachers at the hourly rate.
2605	Title III 4000-4999: Books And Supplies Supplemental Supplies
866	Title I 4000-4999: Books And Supplies Supplementary supplies
2233	Title III 4000-4999: Books And Supplies Supplementary reading materials for EL students

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-risk students

Strategy/Activity

Additional days (hourly) for Professional Development for new teachers who are teaching at-risk students to receive mentoring support from peers. We will collect the following evidence: agenda and sign-in sheets.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2089	Title I 1000-1999: Certificated Personnel Salaries Cost of teacher (hourly) not to exceed 65 hours per school year

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and socioeconomically disadvantaged students.

Strategy/Activity

Summer intervention via remote learning for targeted English Learner and socioeconomically disadvantaged students. Pre and post assessments will be analyzed and attendance will be collected.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4644	Title I 1000-1999: Certificated Personnel Salaries Spaces for summer intervention for socioeconomically disadvantaged students.
3722	Title III 1000-1999: Certificated Personnel Salaries Spaces for summer intervention English Learners

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Support regular articulation within and across grade level teams to implement CCSS and develop integrated units of instruction. Grade level teams meet weekly to monitor and review formative and summative common assessment data, discuss best teaching practices, and develop an action plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement CCSS instructional strategies to use technology, including the Internet, tablets, Chromebooks. Utilize technology such as Lexia, RAZ Kids, Brain Pop, Typing Agent, and others to engage and motivate students, provide support and integrate subjects. We will collect Lexia and Raz Kids reports.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide research-based, targeted instruction guided by formative and summative assessments tied to Wonders/Maravillas, utilizing strategies including, but not limited to: close reading techniques, guided reading, literature circles, and Teachers College reading and writing workshop to help students to:
1) Read closely to determine what a text says explicitly and to make logical inferences from ithe text, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2) Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and sufficient evidence. We will collect the following evidence: CAASPP, EADMS data.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide best Tier I instruction in the classroom by implementing newly adopted ELA/SLA curriculum (Wonders/Maravillas). Teachers will identify areas of need to target students by using a

variety of instructional strategies. SDAIE strategies will be used to facilitate access to curriculum for ELD students. We will collect the following evidence: formative and summative assessments, EADMS data, CAASPP, and ELPAC exemplary lesson plans.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

ELD will be implemented daily for 30 minutes of Explicit Direct Instruction. Students will be grouped in no more than two ELPAC levels per group. Teachers will be implementing newly adopted ELD curriculum (Wonders) with students. We will collect the following evidence: formative and summative assessments, ELPAC data.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students at risk and English Learners

Strategy/Activity

Provide release time, additional collaboration time, and/or school visits for teachers as Professional Development with the goal of improving instruction for all at-risk students and English Learner students (instructional strategies, classroom management, immersion and traditional program language support, social emotional learning).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
309	Title I 1000-1999: Certificated Personnel Salaries Release time/substitute for teachers

744	Title III 1000-1999: Certificated Personnel Salaries Release time/substitute for teachers

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

College and Career Readiness

LEA/LCAP Goal

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

Goal 2

Students from 3rd to 5th grade who are at risk in specific targeted areas of mathematical practice will gain 3% overall as measured by the CAASPP (California Assessment of Students Progress and Performance) in the spring of 2019.

Students will be provided with remote learning resources to reach this goal.

Identified Need

3rd-6th grades students' performance on SBAC math assessments were below expectations, indicating a need for more support for struggling students. English Learners, Low Income, and Hispanic students remain far below school wide results in math, reflecting a need for additional supports for teachers and students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP mathematics	38% (3rd Grade), 38% (4th Grade), 47% (5th Grade)	41% (3rd Grade), 41% (4th Grade), 50% (5th Grade)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Socioeconomically disadvantaged students and English Language Learners who are at risk

Strategy/Activity

Provide research-based, targeted intervention beyond the school day for targeted subgroups and students not meeting grade level standards in Math. Maintain, develop, and monitor common formative assessments and data. We will collect the following evidence: formative and summative assessments, CAASPP data, EADMS data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2563	Title I 1000-1999: Certificated Personnel Salaries Targeted Math intervention: 20 students at risk. (2 teachers, 2 hours weekly @ $45 hourly for 23 weeks)
1488	Title III 1000-1999: Certificated Personnel Salaries Release time/substitute for teachers
1857	Title I 4000-4999: Books And Supplies Supplementary materials & supplies
3096	Title I 5000-5999: Services And Other Operating Expenditures FrontRow online Math program

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with emphasis on developing learning objectives for English Learners

Strategy/Activity

Professional development to support teacher in developing and implementing CCSS and research-based instructional strategies including unpacking standards, integrated units of instruction, and time to plan units that will be implemented. We will collect the following evidence: agendas, sign-in sheets, walk-through forms, administration observations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
619	Title I 1000-1999: Certificated Personnel Salaries Release time/substitute for teachers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide for regular articulation within and between grade level teams to implement CCSS and develop integrated units of instruction. Grade level teams meet weekly to monitor common assessment data as well as discuss best teaching practices and needed interventions.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide research-based, targeted instruction, guided by assessment, tied to integrated units of instruction, utilizing strategies including, but not limited to: hands on math, use of manipulatives and realia, and daily math practice. Maintain, develop, and monitor common formative assessments and data.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement CCSS instructional strategies to use technology including the internet, Frontrow, tablets, Chromebooks, Smartboards, and related resources to produce and publish mathematical knowledge, to collaborate with others, and to make strategic use of digital media to implement the standards for mathematical practice.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Communication Plan to Support Parent Involvement

LEA/LCAP Goal

Implement a stakeholder communication plan to support parental involvement.

Goal 3

Maintain at least 82% of families responding favorably on the 2017-2018 Panorama Family Survey within the topic of Barriers to Engagement.
Increase the 44% of families who responded favorably on the 2017-2018 Panorama Family Survey within the topic of Family Engagement by 5%.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Family Survey	Survey will be administered in the Fall/Winter	Maintain at least 82% of families responding favorably on the 2017-2018 Panorama Family Survey within the topic of Barriers to Engagement. Increase the 44% of families who responded favorably on the 2017-2018 Panorama Family Survey within the topic of Family Engagement by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, Hispanic, and socioeconomically disadvantaged

Strategy/Activity

Plan and implement three Parent Technology nights, three Parent Literacy Nights by grade level, PBIS, Positive Behavioral Interventions and Supports including but not limited to meetings to provide updates, Coffee with the principal, and open meetings based on parents' needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1228	Title III 2000-2999: Classified Personnel Salaries Extra time for office staff to help facilitate promotion and coordination of the strategy.
1857	Title I 4000-4999: Books And Supplies Planning and facilitating parent education nights (meetings after school, materials, and additional supports as needed)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, Hispanic, and socioeconomically disadvantaged

Strategy/Activity

Communicate, provide, and facilitate in both languages (English and Spanish) meetings with Parent Teacher Organization (PTO), Spanish Immersion Parent Association (SIPA), English Language Advisory (ELAC), and School Site Council (SSC)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
382	Title III 2000-2999: Classified Personnel Salaries Childcare for ELAC meetings for at least four meetings during the school year
254	Title I 2000-2999: Classified Personnel Salaries Childcare for SSC meetings for an average of six meetings during the school year

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, Hispanic, and socioeconomically disadvantaged

Strategy/Activity

Parent communication and engagement will continue in all existing formats (including but not limited to paper copies, websites, email blasts, robo calls) and additional new methods will be implemented (texts, “on the ground reminders,” and other modes as available) for the current school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, Hispanic, and socioeconomically disadvantaged

Strategy/Activity

Monitor the Barriers to Engagement and Family Engagement topic responses of 2017-2018 Panorama Family Survey

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Positive School Climate: Safe and Supported Schools

LEA/LCAP Goal

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

Goal 4

Increase the percentage of families who responded favorably on the 2017-2018 Panorama Family Survey within the topic of School Climate by 5%.
Increase the percentage of families who responded favorably on the 2017-2018 Panorama Family Survey within the topic of School Safety by 5%.

Increase attendance percentage by 1% in the school year of 2018-2019.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Report	96.88%	Increase attendance by 1%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, Hispanic, and socioeconomically disadvantaged

Strategy/Activity

Site administration, teachers, and classified leaders will work together to implement and monitor PBIS attendance practices, and procedures. Supplementary funds will be utilized to support these efforts. Playworks implementation will support these goals as well.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
309	Title I 2000-2999: Classified Personnel Salaries Funds to supplement noon supervision
492	Title I 1000-1999: Certificated Personnel Salaries Targeted attendance monitoring of at-risk students
1861	Title III 1000-1999: Certificated Personnel Salaries Targeted attendance monitoring of EL students

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners, Hispanic, and socioeconomically disadvantaged students.

Strategy/Activity

Hatch Elementary will continue work with PBIS (Positive Behavioral Interventions and Supports) at the Tier 2 level and work toward the top level, Tier 3.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
463	Title I 4000-4999: Books And Supplies Supplementary office supplies to support student efforts (certificates and awards)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$36,658.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$19,418.00
Title III	$17,240.00

Subtotal of additional federal funds included for this school: $36,658.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $36,658.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	19,418.00	0.00
Title III	17,240.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	19,418.00
Title III	17,240.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	21,508.00
2000-2999: Classified Personnel Salaries	2,173.00
4000-4999: Books And Supplies	9,881.00
5000-5999: Services And Other Operating Expenditures	3,096.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	10,716.00
2000-2999: Classified Personnel Salaries	Title I	563.00
4000-4999: Books And Supplies	Title I	5,043.00
5000-5999: Services And Other Operating Expenditures	Title I	3,096.00
1000-1999: Certificated Personnel Salaries	Title III	10,792.00

2000-2999: Classified Personnel Salaries	Title III	1,610.00
4000-4999: Books And Supplies	Title III	4,838.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,189.00
Goal 2	9,623.00
Goal 3	3,721.00
Goal 4	3,125.00

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

Name of Members	Role
David Porcel	Principal
Maria Skinner	Classroom Teacher
Esther Mas	Classroom Teacher
Julia Lorente	Classroom Teacher
Elizabeth Murillo	Other School Staff
Ruben Andrade	Parent or Community Member
Annapaula Pacheco Brazil	Parent or Community Member
Elpidio Pedroza Gama	Parent or Community Member
Victoria Lopez	Parent or Community Member
Andrea Rosenthal	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 .

Attested:

	Principal, David Porcel on May 18, 2020
	SSC Chairperson, Elizabeth Murillo on May 18, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Granada Elementary	41688906043624	May 13, 2020	May 27, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Resource inequities are reflected in data analysis to include:
a need to support structured literacy for students performing below standard, support for student engagement and social and emotional needs of referred students, support for student literacy to include supplemental support for English Learners, and attention to climate regarding attendance and suspension. These areas are defined as areas of need in the CA Accountability Dashboard and will address both state and local indicators.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Formal and informal surveys are given to all stakeholder groups throughout the year. Teacher input on professional development is submitted through Google Form surveys and comments obtained at professional development and staff meetings. Parent feedback is solicited through PTO and ELAC Boards, as well as informal small group meetings with the Principal.

Classroom Observations

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

Informal classroom observations occur weekly by the Principal. Each walkthrough is focused on various instructional strategies and classroom management techniques to ensure continuity and quality of the instructional program. Some of the targeted strategies include use of: checking for understanding, direct instructional strategies and the explicit teach points and learning objectives, student engagement strategies, use of manipulatives, hands-on inquiry based science and math instruction, technology used to create content rather than to consume content, guided reading and strategy groups, classroom rituals and routines, and management of diverse student needs.

Formal observations for teachers occur per the Cabrillo Unified School District Teacher's Association. Tenured staff are formally observed once every other year, and temporary and probationary staff are observed twice annually.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The data from state assessments and local assessment data is used each fall to determine goals for each grade level in language arts and math and English Language Development. Teachers, the principal and reading intervention teacher meet for data conferences twice yearly, once in the Fall and once in the Spring. Within this work they analyze grade level data, and determine growth priorities for the year including needs of significant subgroups (i.e., English language learners), determine SMART goals to meet growth priorities, determine target students for intervention, discuss best teaching practices, and determine assessment tools for each SMART goal.

Data from local assessments is used to determine flexible groups for each SMART goal instructional period. Teachers also collaborate weekly by grade level for lesson planning, examining of student work and examining of teacher practice. Structures are in place for a strong Professional Learning Community.

This data is shared with parents, and goal setting parent-teacher conferences occur in the Fall and Parent Teacher Conferences in the Spring and in Student Study Team meetings.

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

Curriculum embedded assessments are used much like the local assessments above. Teachers use this data to determine the needs for reteaching and enrichment. This includes, but is not limited to: student needs and grouping, curriculum materials, and teaching strategies.

Within our Reading and Writing Workshop language arts curriculum, teachers are continuously assessing student learning through formal and informal running records, one-on-one conferences and formative assessment/note-taking on student progress. Additionally, digital platforms such as Lexia and Raz Kids provide individual progress monitoring as well as innovative digital tools for collecting data and monitoring student progress.

Curriculum embedded assessments are also used for grade reporting to parents and students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teacher are highly qualified.

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

Professional development is provided formally within the language of the Cabrillo Unified School District Teacher's Association contract. All District teachers meet for one full professional development day before school begins. This work is continued throughout the year with six early release days for professional development. At the elementary level, three of these days are collaborative, meaning that all elementary teachers across the District meet together for articulation and collaboration. The remaining four early release Tuesdays are site-based, and focused on mutually agreed upon professional development that supports student need and our vision for our school.

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

Administration administers teacher surveys to ensure that trainings offered meet the needs of the teachers. Trainings are also determined by school goals based upon assessment data. Teachers also have opportunities to pursue individualized professional development to address individual professional goals and needs.

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

Teachers at El Granada receive a variety instructional assistance and support that is funded through diverse sources of funding including Cabrillo Education Foundation, District monies, and site funds. This includes targeted professional development, instructional support from from administration and specialized instructors such as our Reading Intervention Teacher, and leadership from teacher leaders trained in integrating technology throughout core content areas.

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

Grade level teams meet once per week in Professional Learning Community teams to analyze data, discuss best practices, examine student work with specific academic and/or social needs of individual students to determine intervention and enrichment, and collaboratively lesson plan. Vertical articulation occurs during site-based professional development opportunities and monthly staff meetings.

Teaching and Learning

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

Monthly unit plans in Reading, Writing, Math and ELD based on Common Core Standards are maintained by each teacher, and submitted electronically to the Principal for review. Teachers use classroom assessments to evaluate student understanding and depth of knowledge. These assessments also help teachers identify needs for re-teaching and intervention. All teachers, including special education, work collaboratively within the grade level and site and across the District to map standards out in year-long plans. Teachers are working within grade levels to alter existing assessments in order to reflect the Common Core standards.

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

Teachers submit weekly schedules to administration at the beginning of the school year and instructional minutes are reviewed. Teachers group students based on need to ensure students are exposed to concepts with sufficient support and pacing. In this way, teachers are accountable for fulfilling instructional minutes across the grade level. The site Principal makes frequent informal visits to classrooms throughout the instructional day to ensure that instructional time is being used effectively.

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

Teachers create monthly units of study that fit into an articulated learning progression throughout the year in Reading, Writing, Mathematics, English Language Development and Word Study.

Furthermore, grade levels have articulation time across the District to allow opportunities for collaboration and sharing best practices.

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

Teachers are utilizing materials adopted by the School Board and develop units of study that reinforce Common Core standards that are accessed by student. Through grade level and District articulation, materials are being shared and distributed. Site administration engages in grant writing to support funding of materials and resources to enhance student learning.

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

El Granada currently utilizes Teacher's College Reading and Writing Workshop units of study, Fountas and Pinnell leveled intervention series, Wilson Fundations (a Kindergarten-3rd grade phonics program) Bridges Math, Scott Foresman History/Social Science for California, and FOSS science.

Opportunity and Equal Educational Access

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

Instruction ranges from direct whole group instruction to small group lessons to 1:1 support. Before, during and after school intervention groups are formed based on student need. Research based interventions are provided to all struggling students, with emphasis on K-3, language learners and SED students. Parent education is offered throughout the year to build school-community partnership where parents are provided with strategies to help support student learning at home. Digital platforms like Lexia, Raz Kids and Learning Ally all provide students with in school and at home opportunities for addressing core learning in Reading.

Evidence-based educational practices to raise student achievement

Teachers in all grade levels are trained in state adopted materials. In language arts, teachers utilize guided reading, systematic phonics, and Reading and Writing instructional strategies. Math, social studies and science instruction utilize hands on strategies to provide universal access to state adopted materials. Project based learning is used to all areas to provide for a higher level of rigor needed to meet CCSS.

Parental Engagement

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

El Granada Elementary School students benefit from on-site, part time mental health services, a full time Reading Intervention teacher supported by the District. The District also maintains a successful and active partnership with San Mateo County Sheriff and two School Resource Officers. Our School Resource Officers provide family outreach support, student education on issues concerning personal and community safety.

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

The El Granada community involves stakeholders in a variety of settings. These stakeholders help to analyze data and make decisions about school goals, action steps, materials, and funding. The following forums are available for stakeholder feedback:

Leadership Team
School Site Council
parent workshops
grade level articulation supported by the District
ELAC Board
PTO Board

Funding

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

The District will support a full time Reading Intervention teacher to support underperforming students at El Granada. Funds are also allocated to send underperforming students to an academic summer school that is hosted within the District. Teachers receive professional development to enhance and leverage best teaching practices in literacy and English language development. Parent outreach programs have been developed to encourage parental participation in our students' academic development. Supplementary materials and resources allow our literacy and English language development programs to meet the needs of our diverse community with innovative and creative practices. Funding sources from this program are the from Local Control Accountability Plan, general fund, site-based unrestricted funds, Title I and Title III funds.

Fiscal support (EPC)

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

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 following meetings were held to consult with our school community on the planning process for the annual review and update of the SPSA:

Back To School Night (August 20th) - Presentation to school community to review purpose of School Site Plan, School goals and procedure for election of new members to the School Site Council.

Family Engagement Team (Sept. 12th) Reviewed Goal 4 Positive School Climate: Safe and Supported Schools, to determine and develop effective engagement events for the current 2018-19 school year. Determined how current activities could link to new work and the creation of a SMART goal to provide a metric for this work.

Staff Meeting (Sept 3, Sept 24, Oct 29th, Jan 7th, Feb 4th) - Reviewed last years activities and actions and outcome. Staff discussed and proposed revisions of actions, activities and some budget allocations. Staff requested additional metrics to measure progress of activities and actions.

English Learner Advisory Committee (ELAC) (Sept 21st and Dec 13th) Presentation of current work on School Site Plan. The group discussed and proposed revisions of actions and activities.

Leadership Team Meeting (Sept 16th, Nov 18th, Dec 16th and Feb 24th) - Clarified staff revisions and requested grade level reps to gather additional input regarding proposed activities and actions. Reviewed proposed revisions of actions, activities and budget allocations.

Regular review of progress towards goals is presented at staff meeting, ELAC meeting, Leadership Team meeting, Site Council meetings, Parent Teacher Organization meeting December - February of the current school year.

Beginning in March discussions regarding revision of activities, actions and budget for next school year begins among all school community groups.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Tier II and Tier III intervention material resources - fully funding Phonic program with consumables (Wilson Fundations (Kinder-3rd Grade), Support services and intervention for Mathematics and other content areas, such as Science, with complex academic vocabulary and technical vocabulary and language functions.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	%	%			
African American	0.2%	0.25%	0.24%	1	1	1
Asian	1.6%	1.98%	0.98%	7	8	4
Filipino	0.9%	0.50%	0.49%	4	2	2
Hispanic/Latino	61.6%	61.88%	56.97%	265	250	233
Pacific Islander	0.7%	0.50%	0.49%	3	2	2
White	30.2%	31.44%	36.67%	130	127	150
Multiple/No Response	1.9%	0.99%	0.24%	8	4	1
			Total Enrollment	430	404	409

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	71	92	78
Grade 1	57	51	73
Grade 2	63	58	54
Grade3	74	66	53
Grade 4	67	74	69
Grade 5	98	63	82
Total Enrollment	430	404	409

Conclusions based on this data:

1. While enrollment has declined in the last 2 years, our sub group percentages remains stable.
2. El Granada Enrollment appears to be leveling off. There is a narrower range of students between grade levels.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	191	171	142	44.4%	42.3%	34.7%
Fluent English Proficient (FEP)	29	31	39	6.7%	7.7%	9.5%
Reclassified Fluent English Proficient (RFEP)	31	28	25	13.7%	14.7%	14.6%

Conclusions based on this data:

1. The number of English Learners from the 2016 school year through the 2019 school year has decreased from 44.4% to 34.7% (10.1%). El Granada is showing continuing increases in the number of students being RFEP, Reclassified Fluent English Proficient from the 2016 school year through the 2018 school year which is resulting in a smaller percentage of English Learners overall.
2. Reclassification rate has increased over 3 consecutive years from 13.7% to 14.6%. El Granada continues to increase the number of students being reclassified annually.
3. The percentage of Fluent English proficient students has increased to 9.5%. This represents a continued upward trend over the last 3 years.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	67	67	54	67	66	54	66	66	54	100	98.5	100
Grade 4	59	69	69	56	68	67	56	68	67	94.9	98.6	97.1
Grade 5	93	57	76	93	56	74	93	56	74	100	98.2	97.4
All	219	193	199	216	190	195	215	190	195	98.6	98.4	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2398.	2417.	2408.	19.70	19.70	14.81	16.67	24.24	22.22	30.30	27.27	27.78	33.33	28.79	35.19
Grade 4	2417.	2463.	2467.	12.50	23.53	19.40	12.50	35.29	28.36	25.00	11.76	22.39	50.00	29.41	29.85
Grade 5	2493.	2511.	2546.	20.43	21.43	43.24	29.03	33.93	24.32	20.43	21.43	16.22	30.11	23.21	16.22
All Grades	N/A	N/A	N/A	18.14	21.58	27.18	20.93	31.05	25.13	24.65	20.00	21.54	36.28	27.37	26.15

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.67	24.24	18.52	36.36	46.97	46.30	46.97	28.79	35.19
Grade 4	12.50	23.53	22.39	42.86	50.00	56.72	44.64	26.47	20.90
Grade 5	22.58	26.79	47.30	49.46	42.86	29.73	27.96	30.36	22.97
All Grades	18.14	24.74	30.77	43.72	46.84	43.59	38.14	28.42	25.64

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.18	18.46	11.11	42.42	41.54	48.15	39.39	40.00	40.74
Grade 4	8.93	16.18	16.42	39.29	54.41	52.24	51.79	29.41	31.34
Grade 5	24.73	33.93	44.59	45.16	41.07	41.89	30.11	25.00	13.51
All Grades	18.60	22.22	25.64	42.79	46.03	47.18	38.60	31.75	27.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.06	18.18	16.67	69.70	62.12	62.96	24.24	19.70	20.37
Grade 4	7.14	14.71	14.93	58.93	64.71	68.66	33.93	20.59	16.42
Grade 5	15.05	12.50	39.19	61.29	67.86	47.30	23.66	19.64	13.51
All Grades	10.23	15.26	24.62	63.26	64.74	58.97	26.51	20.00	16.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.79	18.46	20.37	43.94	58.46	48.15	27.27	23.08	31.48
Grade 4	12.50	35.29	20.90	53.57	39.71	53.73	33.93	25.00	25.37
Grade 5	31.18	30.36	45.95	45.16	53.57	39.19	23.66	16.07	14.86
All Grades	25.58	28.04	30.26	46.98	50.26	46.67	27.44	21.69	23.08

Conclusions based on this data:

1. Participation rate for all grade levels in English Language Arts is 98%.
2. Overall achievement In 5th grade showed 47.3% of students exceeding standard in ELA.
3. In 3rd grade overall achievement in ELA was 37.03% meeting or exceeding ELA standard and in 4th grade 31.9% of students met or exceeded standards in overall achievement for ELA.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	67	67	54	67	67	53	67	67	53	100	100	98.1
Grade 4	59	69	69	57	68	66	57	68	66	96.6	98.6	95.7
Grade 5	93	57	76	93	56	75	93	56	75	100	98.2	98.7
All	219	193	199	217	191	194	217	191	194	99.1	99	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2395.	2434.	2398.	8.96	20.90	3.77	20.90	32.84	24.53	34.33	23.88	33.96	35.82	22.39	37.74
Grade 4	2433.	2463.	2479.	5.26	16.18	21.21	17.54	20.59	25.76	35.09	38.24	34.85	42.11	25.00	18.18
Grade 5	2478.	2481.	2527.	13.98	17.86	36.00	16.13	10.71	14.67	24.73	26.79	28.00	45.16	44.64	21.33
All Grades	N/A	N/A	N/A	10.14	18.32	22.16	17.97	21.99	21.13	30.41	29.84	31.96	41.47	29.84	24.74

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.43	31.34	15.09	40.30	35.82	37.74	46.27	32.84	47.17
Grade 4	12.28	25.00	25.76	29.82	32.35	39.39	57.89	42.65	34.85
Grade 5	18.28	19.64	37.33	30.11	30.36	36.00	51.61	50.00	26.67
All Grades	15.21	25.65	27.32	33.18	32.98	37.63	51.61	41.36	35.05

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.43	35.82	16.98	49.25	38.81	49.06	37.31	25.37	33.96
Grade 4	7.02	19.12	28.79	50.88	50.00	48.48	42.11	30.88	22.73
Grade 5	18.28	21.43	28.00	43.01	39.29	50.67	38.71	39.29	21.33
All Grades	13.82	25.65	25.26	47.00	42.93	49.48	39.17	31.41	25.26

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.94	23.88	13.21	55.22	55.22	62.26	32.84	20.90	24.53
Grade 4	8.77	22.06	24.24	38.60	44.12	51.52	52.63	33.82	24.24
Grade 5	13.98	16.07	37.33	46.24	37.50	40.00	39.78	46.43	22.67
All Grades	11.98	20.94	26.29	47.00	46.07	50.00	41.01	32.98	23.71

Conclusions based on this data:

1. Participation rate in Math was down slightly from 2017 school year to the 2018 school year (1.5% or 2 students)
2. Students meeting or exceeding standard overall in Mathematics is 29.2% in 3rd grade, 46.97% in 4th grade and 50.67% in 5th grade.
3. Areas of strength in Math Claims are in Communicating Reasoning and Problem Solving and Modeling.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1432.1	1448.5	1450.6	1466.7	1388.6	1405.9	43	20
Grade 1	1451.7	1442.2	1474.8	1479.7	1428.3	1404.2	19	25
Grade 2	1480.8	1490.9	1497.6	1503.3	1463.5	1478.1	23	15
Grade 3	1468.5	1478.2	1465.7	1475.4	1470.9	1480.5	20	21
Grade 4	1479.3	1509.1	1475.4	1515.4	1482.6	1502.3	26	21
Grade 5	1512.8	1524.5	1503.1	1527.7	1522.0	1520.9	18	22
All Grades							149	124

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	37.21	20.00	34.88	55.00	*	20.00	*	5.00	43	20
1	*	4.00	*	36.00	*	44.00	*	16.00	19	25
2	*	13.33	56.52	66.67	*	6.67		13.33	23	15
3		0.00	*	47.62	*	33.33	*	19.05	20	21
4	*	14.29	42.31	42.86	*	33.33	*	9.52	26	21
5	*	22.73	*	50.00	*	22.73	*	4.55	18	22
All Grades	24.16	12.10	40.27	48.39	21.48	28.23	14.09	11.29	149	124

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	51.16	35.00	34.88	40.00	*	20.00	*	5.00	43	20
1	63.16	28.00	*	44.00	*	24.00	*	4.00	19	25
2	78.26	60.00	*	26.67		6.67		6.67	23	15
3	*	14.29	*	42.86	*	28.57	*	14.29	20	21
4	*	47.62	*	38.10	*	4.76	*	9.52	26	21
5	*	59.09	*	31.82	*	4.55	*	4.55	18	22
All Grades	44.30	39.52	34.90	37.90	11.41	15.32	9.40	7.26	149	124

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	10.00	*	30.00	55.81	40.00	*	20.00	43	20
1	*	0.00	*	12.00	*	40.00	*	48.00	19	25
2	*	13.33	*	33.33	*	33.33	*	20.00	23	15
3		0.00	*	9.52	*	61.90	*	28.57	20	21
4		4.76	*	42.86	*	19.05	46.15	33.33	26	21
5	*	0.00	61.11	18.18	*	63.64	*	18.18	18	22
All Grades	9.40	4.03	24.83	23.39	34.90	43.55	30.87	29.03	149	124

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	67.44	25.00	27.91	75.00	*	0.00	43	20
1	73.68	52.00	*	44.00	*	4.00	19	25
2	60.87	33.33	*	60.00		6.67	23	15
3	*	0.00	*	66.67	*	33.33	20	21
4	*	33.33	42.31	57.14	*	9.52	26	21
5	*	0.00	83.33	95.45		4.55	18	22
All Grades	46.31	24.19	40.94	66.13	12.75	9.68	149	124

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.86	50.00	51.16	40.00	*	10.00	43	20
1	57.89	20.00	*	80.00	*	0.00	19	25
2	91.30	60.00	*	33.33		6.67	23	15
3	*	33.33	60.00	61.90	*	4.76	20	21
4	61.54	76.19	*	14.29	*	9.52	26	21
5	*	86.36	*	9.09	*	4.55	18	22
All Grades	52.35	53.23	36.91	41.13	10.74	5.65	149	124

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.00	72.09	85.00	*	10.00	43	20
1	*	8.00	*	32.00	*	60.00	19	25
2	*	13.33	*	66.67	*	20.00	23	15
3		0.00	*	47.62	60.00	52.38	20	21
4		4.76	53.85	61.90	46.15	33.33	26	21
5	*	4.55	61.11	72.73	*	22.73	18	22
All Grades	12.08	5.65	53.69	59.68	34.23	34.68	149	124

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	34.88	45.00	39.53	35.00	25.58	20.00	43	20
1	*	0.00	78.95	76.00	*	24.00	19	25
2	*	6.67	82.61	80.00	*	13.33	23	15
3	*	9.52	55.00	80.95	*	9.52	20	21
4	*	19.05	65.38	47.62	*	33.33	26	21
5	*	13.64	*	72.73	*	13.64	18	22
All Grades	20.81	15.32	58.39	65.32	20.81	19.35	149	124

Conclusions based on this data:

1. 60.22% of students taking the ELPAC scored a 3 (moderately developed) or 4 (well developed) overall for English Language Proficiency
2. In the listening domain 90.32% of students scored in the moderately developed or well developed level for English Language Proficiency up from 87.25% in 2017.
3. In the speaking domain 94.36% of students scored in the moderately developed or well developed level for English Language Proficiency up from 89.26 in 2017.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
409	**44.7**	**34.7**	**0.2**
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	142	34.7
Foster Youth	1	0.2
Homeless	3	0.7
Socioeconomically Disadvantaged	183	44.7
Students with Disabilities	52	12.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
Asian	4	1.0
Filipino	2	0.5
Hispanic	233	57.0
Two or More Races	16	3.9
Pacific Islander	2	0.5
White	150	36.7

Conclusions based on this data:

1. Student sub groups are primarily English Learners (34.7%) and Socioeconomically Disadvantaged Students (44.7%)
2. Enrollment by race also is primarily Hispanic (57%) and White (36%)
3. Students with Disabilities is at 12.7%. El Granada is the home for our District's intensive special education program for elementary students serving students in Pre-Kinder - 5th grade.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	**Chronic Absenteeism**  Green	**Suspension Rate**  Blue
Mathematics  Green		

Conclusions based on this data:

1. Suspensions at El Granada have not increased meaningfully.
2. Academic performance in English Language Arts and in Mathematics increased from orange to green.
3. Chronic Absenteeism has remained stable.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	1

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 Yellow	 No Performance Color
10 points above standard	29.4 points below standard	0 Students
Increased ++12.1 points	Increased ++4.7 points	
196	92	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	22.8 points below standard	77.8 points below standard
2	Increased ++10.8 points	Declined -11.1 points
	98	29

2019 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	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1		4	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
23.7 points below standard	84.9 points above standard	0 Students	45.6 points above standard
Increased ++10.3 points	12		Increased ++5.5 points
113			65

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
62.5 points below standard	46.3 points above standard	43.1 points above standard
Increased ++10.4 points	Increased Significantly ++15 points	Increased Significantly ++16.9 points
64	28	102

Conclusions based on this data:

1. English learners and socioeconomically disadvantaged categories made gains in English Language Arts from 2017 school year to 2018 school year representing 2 years consecutive increases.
2. Current English Learner, Reclassified English Learner and English Only students all made double digit increases on the California Dashboard for English Language Arts data.

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.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	1	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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 Orange	
11.5 points below standard	50.8 points below standard	
Increased ++7.9 points	Maintained ++1.6 points	
196	93	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 Orange
Less than 11 Students - Data Not Displayed for Privacy	41.3 points below standard	91.8 points below standard
2	Increased ++6.8 points	Declined Significantly -15.2 points
	98	30

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 42.8 points below standard Increased ++5.4 points 114	No Performance Color 42.7 points above standard 11		Green 25 points above standard Increased ++4.6 points 65

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
77.4 points below standard Maintained -0.6 points 65	11.1 points above standard Increased Significantly ++22.1 points 28	23.1 points above standard Increased ++12.6 points 101

Conclusions based on this data:

1. Reclassified English Learners made a 22.1 increase in Fall Dashboard Mathematic data comparisons versus 12.6 point gain for English only students.
2. English Learner and socially disadvantaged students showed increases in Math performance while students with disabilities showed a decrease in math performance

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
44.6 making progress towards English language proficiency
Number of EL Students: 101
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27	29	1	44

Conclusions based on this data:

1. Will maintain suspension rate through use of PBIS and other SEL supports (2nd Step SEL curriculum etc.)
2. We have maintained rate of English learner progress in language acquisition.

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	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 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.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Not applicable to Elementary School

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	2	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
		
Green	Orange	No Performance Color
7.4	10	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.7	Increased +0.5	1
418	150	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Yellow	Green
Less than 11 Students - Data Not Displayed for Privacy	10	9.1
4	Maintained -0.3	Declined -3.4
	200	66

2019 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	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	0	4	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Orange
7.9	5.3	Less than 11 Students - Data Not Displayed for Privacy	7.2
Declined -0.9	Declined -16.2	2	Increased +1.1
239	19		152

Conclusions based on this data:

1. Chronic Absenteeism has declined across Hispanic, English Learner and Students with Disabilities. Only the White subgroup increased 1.1.

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.

2019 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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. Not applicable to elementary school.

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	5

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
		
Blue	Blue	No Performance Color
0	0	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.9	Declined -0.5	1
428	154	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed for Privacy	0	0
4	Declined Significantly -1.3	Declined -6
	201	66

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color		 No Performance Color	 No Performance Color
Less than 11 Students - Data 1		Less than 11 Students - Data 5	Less than 11 Students - Data 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue	 No Performance Color	 No Performance Color	 Blue
0	0	Less than 11 Students - Data 2	0
Declined -0.8	Declined -7.1		Declined -0.7
243	21		154

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.9	0

Conclusions based on this data:

1. To maintain a low suspension rate we have developed and implemented a PBIS Framework, alternatives to suspension, utilize 2nd Step Curriculum, and work closely with community resources in suspension prevention efforts. These efforts contribute to a low suspension rate.
2. Rates of suspension are low across all sub groups.
3. Suspension rate for Hispanic and White students declined in the 2018 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Achievement: Literacy and Reclassification

LEA/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.

Goal 1

Certificated staff will implement balanced literacy practices daily to increase the number of students in each grade level meeting or exceeding grade level reading benchmarks by 2% as measured by the Fountas and Pinnell reading benchmark assessment.

Identified Need

English Learner Students, Socially Disadvantaged Students and Students with Disabilities require support to move from below grade level standards to at or above grade level standards in Reading/Writing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fountas and PInnell performance band movement in reading K-5	In1st grade through 5th grade 38.11% of students are reading below grade level and 14% of students are approaching benchmark as measured by the Fall Fountas and Pinnell reading assessment.	Increase of 2% in each grade the number of students approaching or below benchmark to at or above benchmark.
ELPAC Assessment	The measurable outcome was developed based on previous CELDT data. The language band movement goal is based on ELPAC (a new English learner assessment) and is in line with historical outcomes from CELDT	Language band movement for 10% of English Language Learners.
Fountas and Pinnell performance band movement in reading 1st-5th	In 1st grade through 5th grade 14% of students are approaching grade level reading benchmark as measured by the Fall Fountas and Pinnell reading assessment.	Increase of 2% in 1st through 5th grade the number of students moving from below benchmark to approaching benchmark (this captures students making more than a years worth of reading progress, though not yet at benchmark)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development to maintain strong professional practices associated with the Common Core State Standards. Professional Learning Plans are developed annually to maintain and extend professional practice and collaboration at our site. Professional texts allow teacher practice to remain current with evidence based practices, techniques and strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Purchase of professional texts related to Reading, Writing, Math and English Language Development (ELD) to expand techniques and strategies related to Common Core literacy and ELD.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide literacy materials to students to supplement our comprehensive balanced literacy program that emphasizes the four domains of English Language Development (listening, speaking, reading and writing) and will provide depth and breadth in English Language Arts content.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	Title I 4000-4999: Books And Supplies Purchase of the various materials to supplement our Balanced Literacy Program. The main

	content areas are Reading, Writing and Word Study

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher's will receive release time to supplement standardized district assessments time. The supplementary time will allow for these assessments to be administered one on one and in small groups with focused administration on the part of the teacher.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3900	Title III 1000-1999: Certificated Personnel Salaries Literacy and Math assessments are used for benchmark, intervention and curriculum planning. Supplementay release time for teachers to collect and analyze data maximizes instructional time by reducing class time used to administer the assessments.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students in 3rd, 4th and 5th Grade

Strategy/Activity

Supplemental curricular materials for engaging parents at home. Extending literacy skills in other content areas specifically Social Studies and providing students with materials for home use to develop competency in non-fiction reading skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies The use of take-home print materials such as "Time for Kids" extends literacy concepts in non-fiction reading and provides an opportunity for

	students to support those skills in school and at home.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Family Literacy and Math Nights provide opportunity to engage parents in activities that can be utilized in the home to promote literacy in Math, Reading and English language development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title III 4000-4999: Books And Supplies Parent evenings, for members of our English Learner Advisory Council, to engage in meaningful activities in Reading and Math. These events strive to provide parents opportunities to reproduce activities in their own home and the allocation may cover associated costs.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Individualized Professional Learning in the area of English Language Arts and English Language Development. Teachers may attend professional learning based on individual need and interest that will support school and district academic goals. Each teacher may participate in a conference/seminar/workshop this school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5100	Title III 5800: Professional/Consulting Services And Operating Expenditures

	Release time for teachers and cost of the seminar, conference or workshop. One conference per year.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Use of local and CAASPP data as well as PBIS data to develop strategies and implement supports for students has demonstrated success in increasing academic achievement across all subgroups. Providing opportunities for targeted professional learning increases professional engagement with ongoing program improvement and program innovation.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in intended implementation of budgeted expenditures. Covid-19 and our school closure affected delivery of services and supports as we transitioned to a remote learning environment. However, this did not impact our SPSA budget.

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.

Professional Learning may shift to include training in digital platforms and delivery of digital and non-digital content in the era of Covid-19.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

College and Career Readiness

LEA/LCAP Goal

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

Goal 2

To implement professional practice in the teaching of Mathematics and Science to include a student-centered pedagogy that includes student inquiry, research practices and project-based learning to decrease the percentage of students scoring standard not met on the CAASPP by 5% and increase the number of students scoring standard met or exceeded on the CAASPP by 5%.

Identified Need

Based on CAASPP data English Learners, Socially Economically Disadvantaged Youth and Students with Disabilities show need in academic vocabulary development, conceptual understanding and procedural skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores in Mathematics grades 3 - 5	Currently 54.5% of all 3rd, 4th and 5th grade students are scoring standard nearly met and standard not met.	Decrease the number of students scoring not met on the CAASPP by 5% with a corresponding increase in the student scoring standard met or exceeded.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development to maintain strong professional practices associated with the Common Core State Standards. Professional Learning Plans are developed annually to maintain and extend professional practice and collaboration at our site. Professional texts allow teacher practice to remain current with evidence based practices, techniques and strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Purchase of professional texts related to Reading, Writing, Math and English Language Development (ELD) to expand techniques and strategies related to Common Core literacy and ELD. (See Goal 1 for spending under Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 4th Grade Students at risk

Strategy/Activity

Supplement the base 4th grade science program by utilizing a 4th Grade Science Specialist to increase science and math competencies with a focus on hands on applications of skills and concepts in Math and Science through the mastery of complex, content specific vocabulary and language development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500	Title I 1000-1999: Certificated Personnel Salaries 4th grade Science Specialist will supplement core vocabulary in this specific content area as well as functions of language as the relate to science and non-fiction literacy skills.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students Transitional Kindergarten - Fifth Grade

Strategy/Activity

Supplemental technology subscriptions are used as an intervention for students in literacy and math. Teachers can monitor progress and use data to determine learning needs and supports. Technology subscriptions are web-based and can be accessed at home and are a means to engaging parents at home with students' learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Title I 4000-4999: Books And Supplies Purchase of subscriptions for digital platforms in Math and Science as an intervention to develop academic vocabulary and communication (speaking and writing).

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This would be 1st year implementation of digital Math and Science platforms to monitor student progress in core skills in Math and Science.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between intended implementation and the budgeted 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.

The regular use of digital platforms will assist with assessment in Math and Science regardless of the environment (in school or remote learning) which will help maintain progress towards grade level standards.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Communication Plan to Support Parent Involvement

LEA/LCAP Goal

Implement a stakeholder communication plan to support parental involvement.

Goal 3

Develop a multifaceted communication and family engagement plan to increase parent involvement, student achievement and well-being through chaperoning, volunteering, school decision-making and advocacy, leadership roles and collaboration within the school community.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Qualitative data on parent participation in field trips, our parent organizations and in school events.	Currently parent participation is adequate with all events classified as "well-attended."	Maintain attendance at parent events and maintain parent participation in field trips.
Qualitative data on parent attendance to Family Learning Evenings	Implementation of sign-in sheets at events	Increase attendance at Family Learning Evenings
Survey Data on effectiveness of Family Learning Evening	Implementation of short survey to determine effectiveness of family event	Provide effective tools to increase family involvement in academic content.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School to home communication across a variety of communication channels and formats regarding school safety and literacy.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Increasing the frequency and formats with which we communicate with families to include monthly Principal letters, bulletins, regular website updates, multi-media communication through web-based video channels, social media and monthly parent/school community events focused on safety, student well-being, literacy and partnering with school-based parent groups to communicate important school-wide initiatives.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Family Engagement Events developed to increase family home to school connection.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title III Plan and implement family engagement nights connected to our language learner students and their families to improve home to school connection.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Additional support to students whose families native language is Spanish and require additional interpretation services to access information about their student's academic progress

Strategy/Activity

Supplemental interpretation services for parent teacher conferences on reclassification and issues and support regarding designated and integrated ELD.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title III 2000-2999: Classified Personnel Salaries Supplemental interpretation services for district interpreters for families who need supplemental support.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Timely and consistent communication to subgroups regarding student expectations and tools for supporting students at home increase engagement in home and school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between intended implementation and the budgeted 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.

Use of survey developed at school to collect data on parent involvement is a new metric because district is no longer using Panorama to collect parent engagement data.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Positive School Climate: Safe and Supported Schools

LEA/LCAP Goal

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

Goal 4

Create a positive school climate where students feel safe and secure through the implementation of positive behavior intervention supports and other supports that promote emotional well-being to increase student social and academic performance.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Office Referral Data	In the 2017-18 school year El Granada had 180 office directed referrals. 3% (14) of students accounted for 65% of office referrals.	Decrease the number and severity of office directed referrals by 10%
Suspension Data	.7% previous year	Statistically insignificant increase to 1.4%. 7 students versus 4 students. Expected outcome is to maintain low suspension rates.
Referrals for Counseling Support	Approximately 50 students received school-based non-Special Education referred therapeutic services during the school year. Services were provided individually or in small groups.	Maintain level of service for non-Special Education referred students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement a Parent Engagement Initiative at El Granada School to increase parent engagement at home and at school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Parent outreach efforts will include materials, resources and training to assist parents in engaging more fully in school events and to engage with children in ways that increase a student's self-determination and academic progress supplementing the services already provided with general funds. (See Goal 3 for proposed expenditure Title III - $1000)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students at risk

Strategy/Activity

Positive Behavior Intervention and Supports (PBIS) and School Link Services supplementary materials and resources for teachers and staff for PBIS framework to enhance student learning of PBIS structures. The supplementary materials and resources will also support School Link Services emotional well-being program related to the needs of students at risk.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Supplementary support of PBIS framework to improve school climate and student academic outcomes including implementation of data review process for referral and other behavior related data. Additionally, the use of supplementary therapeutic supports to increase student social and emotional well-being to

	increase academic outcomes for students at risk. Additional resouces to supor the Initial development of PBIS framework to address in-class problem behaviors.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implementation of curriculum related to social and emotional learning to improve school climate in Transitional Kindergarten through 5th grade. The curriculum implemented is Second Step SEL, Social Emotional Learning Curriculum and Changing Perspectives (a program to develop empathy through disability awareness).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Teachers in Transitional Kindergarten through fifth grade will implement Second Step curriculum as a component of our Positive Behavior Intervention and Support program. Primary teachers will engage in an exploratory year with the Changing Perspectives curriculum. At this time, no funds are required to implement these programs.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Our PBIS Tier I data is very positive. Supplementary funding to address key components of PBIS program and the development of effective Tier II strategies.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and the budgeted 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.

There are no changes to this goal and the metrics.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$25,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$14,500.00
Title III	$10,500.00

Subtotal of additional federal funds included for this school: $25,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $25,000.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	14500	0.00
Title III	10500	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	14,500.00
Title III	10,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,000.00
1000-1999: Certificated Personnel Salaries	7,400.00
4000-4999: Books And Supplies	11,500.00
5800: Professional/Consulting Services And Operating Expenditures	5,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	3,500.00
4000-4999: Books And Supplies	Title I	11,000.00
	Title III	1,000.00
1000-1999: Certificated Personnel Salaries	Title III	3,900.00
4000-4999: Books And Supplies	Title III	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	5,100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,000.00
Goal 2	6,000.00
Goal 3	1,000.00
Goal 4	1,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Martha Ladd	Principal
Nicole Robinson	Classroom Teacher
Rosalie Simrock	Classroom Teacher
Catherine Fall	Classroom Teacher
Nancy Arevalos	Other School Staff
Victoria Lacerda	Parent or Community Member
Alicia Gruman	Parent or Community Member
Cristina Tackett	Parent or Community Member
Beatriz Barron	Parent or Community Member
Barbara Morris	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
	Other: El Granada Elementary School Leadership Team

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 November 8, 2018.

Attested:

	Principal, Ms. Martha Ladd on 5/15/2020
	SSC Chairperson, Christina Tackett on 5/15/2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Farallone View Elementary School	41688906043632	May 2020 TBD	May 27, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of this plan is to identify the academic needs of students, establish goals to address

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

School site and district staff will work together to ensure that we meet ESSA (Every Student Succeeds Act) requirements by providing sufficient support for all students' academic achievement and progress towards proficiency in the state's academic standards and California Dashboard Indicators. Our school goals, as outlined in this plan, will guide the entire educational program of our school and are aligned with the goals of the LCAP regarding student outcomes as well as student and parent engagement.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

At the start of our abrupt transition to remote/distance learning this school year, teachers were surveyed to gauge interest in professional development via webinars. Teachers then participated in webinar trainings on various online programs and platforms including, but not limited to, Lexia, Reading Plus, G-Suite for Education, and Moby Max. As we receive additional guidance at the state and federal levels regarding the reopening of schools in the fall of 2020, we will conduct additional surveys to gather teacher input on potential areas of additional support.

Prior to school closures in Spring 2020, information and feedback was collected from site-based parent and staff groups regarding the Local Control Accountability Plan revisions. These suggestions are included here as they also have shaped the development of our site plan.

STAFF AND PARENT RECOMMENDATIONS:

Here are some recommendations for improving communication:

1. Our school correspondence should be included in LCAP
2. Improving the quality of parent education meetings
3. Surveying stakeholders to find more ideas on how to make communication more effective

Specific recommendations regarding parent communication:

1. It is important to develop formal commitments from families before their children participate in intervention program
2. Relaying more information about excused and unexcused tardies and absences
3. Clarifying how absences and tardiness may affect students' academic progress
4. Provide parents with ideas on how to communicate with teachers and school more effectively
5. Present more information for parents and teachers about the process of and importance of reclassification

Classroom Observations

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

The school principal observes classrooms on a regular basis. Formal observations take place according to the Cabrillo Unified Teacher Association contract. This year, the focus of the observations will be on addressing the needs of the English Learners and students with special needs to support equitable access to content.

As a whole, the school has been working on developing critical thinking, problem solving, and giving students opportunities to explain their thinking as part of a deepening understanding of the Theory of Action. This year, our instructional focus will be on designated and integrated English Language

Development (ELD) and deepening our implementation of the Common Core Strategies across curricular areas.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

All English Language Learners are tested using the English Language Proficiency Assessments for California (ELPAC). The information gathered from the ELPAC is used by teachers to divide students into leveled language groups during their English Language Development instructional time. The data gathered from ELPAC, teacher observations and assessments, and the Common Core ELD standards is then used to determine the course of instruction for the leveled groups. This year, we plan to continue our usage of Lexia Core 5 to provide additional support and targeted assessments.

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

This year again, the Brigance test is administered to all Kinder students within the first month of school by their teachers. This allows them to immediately determine the areas where the students need additional support or challenge them to grow beyond their current achievement. Primary teachers also use classroom assessments that measure concepts about print, phonemic awareness and high-frequency words.

All students are given reading level assessments based on the Fountas and Pinnell guided reading levels. These assessments are used by teachers to create flexible reading groups and to match students with books that are within their zone of proximal development. At the site level, these assessments are used to identify target students who will then work with the intervention teacher in reading. Any progress or lack of progress is monitored to determine eligibility to tiered support systems, such as Student Success Team (SST).

Our school provides small group reading intervention and offers summer school for students who are reading below grade level. Additionally, we hope to continue offering after-school Academic Learning Center for "at risk" students (pending county decision to continue in light of school closures in Spring 2020).

The Teachers College Writing Units of Study are used as a foundation for Writing Workshop curriculum. The units of study also include writing rubrics for on-demand assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Farallone View teachers meet the requirements for highly qualified staff.

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

All Farallone View teachers are appropriately credentialed. This year, teachers participated in seven sessions of professional development according to the plan which was approved by the school board in June 2019. The professional development focus this school year involved Multi-Tiered Systems of Support (MTSS) and Structured Literacy. In addition, teachers participated in a variety of other professional development opportunities based on need and interest level.

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

Staff development during the 2019-2020 school year focused on strategies to support our students with literacy struggles. Several lower-grade teachers have begun using Wilson Fundations curriculum as a foundation for building literacy skills among our youngest students. Our professional development provided additional strategies for teachers to employ within their classrooms to support students at any grade level. We will expand the number of faculty utilizing Fundations within the classroom to include all K-3 teachers. Our intention is to provide strong, structured literacy instruction to ensure that students acquire the literacy skills necessary to succeed in school and in life.

The central theme of our professional development plan for the 2020-2021 school year will include both site-based and district-wide training that will focus on providing equitable access to the curriculum for all students but especially our English Language Learners and at-risk students.

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

Teachers at Farallone View receive a variety of instructional assistance and support funded from different sources, including district, site, and Parent Teacher Organization funds. These supports include targeted professional development and a teacher's aide for the Resource Specialist Program.

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

Teachers collaborate in grade-level teams on a regular basis. In addition, there is structured time for teachers to collaborate across grade levels and across elementary schools in the district.

Teaching and Learning

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

Currently, the school is deepening the implementation of the Common Core Standards for English Language Arts and Mathematics. The district has created a Common Core Standards-based report card and is the process of identifying new curriculum and instructional materials that are Common Core based. We continue to offer one-to-one computing devices in grades TK-5 as well as RSP, and students have been given opportunities to practice the new CAASPP state test.

As a school, we have identified strategic standards and a Theory of Action in which states, "If students solve meaningful problems in collaboration, using a variety of tools, and explain their thinking in a variety of mediums using supporting evidence and academic vocabulary, then they will be able to solve problems and construct viable arguments." This Theory of Action was developed in collaboration with the teaching staff and the Site Leadership Team to identify an instructional focus to move instructional practices from previous alignment to 1997 California Content Standards to the 2010 Common Core Standards.

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

Classrooms have a minimum of 150 minutes of English Language Arts and 60 minutes of Math daily.

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

The teachers work together with the administrative designee, the principal, and specialists to develop flexible schedules.

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

For Mathematics instruction, teachers use Bridges curriculum as a foundation for instruction. For English Language Arts, our school uses Readers and Writers Workshop. In grades K-2, several teachers piloted Wilson Fundations curriculum this year to provide structured literacy instruction to students. Next year, we will expand the number of faculty utilizing Fundations within the classroom to include all K-3 teachers.

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

The Reading Intervention Teacher uses Wilson Fundations curriculum as well as Fountas & Pinnell intervention kits with students who have been selected to receive targeted support.

Opportunity and Equal Educational Access

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

Students who are recognized as underperforming receive Tier 1 Response to Intervention (RTI) strategies, including reading books within the students' zone of proximal development (ZPD), small targeted reading groups, scaffolding, extended review, English Language Development groupings, after-school Kindergarten Enrichment class, and Academic Learning Center (Grades 1-5). Students who continue to struggle may be referred to the Student Study Team (SST) process and may get additional Tier 2 RTI resources including mental health services, reading intervention in targeted small groups, and/or consultation with the School Psychologist and/or Resource Specialist Teacher. If Tier 2 RTI resources do not result in adequate progress, students may be assessed by the School Psychologist, Resource Specialist, Speech Therapist, Occupational Therapist, or other specialists to determine eligibility for an Individual Education Plan (IEP) or a 504 Plan. IEPs and 504 Plans are implemented accordingly.

In addition, the school is in the process of refining a similar pyramid of services through the Positive Behavioral Interventions and Supports (PBIS) model to improve positive behavior across the school. Any students with an identified need will receive Tier II support. Designated staff will provide support on reviewing their goals and provide positive recognition of their achievements. Students at this stage will receive additional services at the beginning of the day (check in) to make sure that they have an opportunity to convey any potential concerns as well as to remind them of and focus on their goals for the day. Before dismissal, the same staff member will spend time with the student to discuss challenges or successes during that day (check out).

Evidence-based educational practices to raise student achievement

The foundation for our literacy program is Reading and Writing Workshop across all grade levels, with emphasis on training and resources from the Teachers College Reading and Writing Project at Columbia University. In addition to utilizing Reading and Writing Workshop, our Kindergarten through 2nd Grade teachers piloted Wilson Fundations curriculum for focused, targeted literacy skill-building. In Math, most of our teachers have been trained in Common Core strategies for math through the Silicon Valley Math Initiative (SVMI). As a school wide instructional focus, teachers are working toward our Theory of Action, which states, "If students solve meaningful problems in collaboration, using a variety of tools, and explain their thinking in a variety of mediums using supporting evidence and academic vocabulary, then they will be able to solve problems and construct viable arguments." These efforts are combined with instruction rooted in Bridges Math curriculum which offers students the opportunity to use manipulatives when solving Math problems as well as multiple means of arriving at the same answer.

Parental Engagement

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

Farallone View has partnered with a variety of community organizations to assist under-achieving students including: the San Mateo County Sheriff's Activities League which provides a lunch-time club for upper grade students as well as tutoring in the Moonridge community where a third of our students live, the San Mateo County Office of Education which provides the bulk of our funding for the after-School Academic Learning Center, School-Linked Services (SLS) which provides counseling and social-emotional support for students, Behavioral Health and Recovery Services (BHRS), and Ayudando Latinos a Soñar (ALAS).

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

Parents and other stakeholders have various opportunities to plan, implement, and evaluate programs through participation in groups including: the Friends of Farallone Parent Teacher Organization (FOFPTO), the English-Language Learner Advisory Committee (ELAC), School Site Council, Site Leadership Team, as well as site-wide and district-wide collaboration meetings.

Funding

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

Categorically-funded services included the Intervention supports funded through Title I and Title III. This included professional development and curriculum to target both English Learners and students performing below grade level.

Fiscal support (EPC)

Farallone View reviews categorical funds (Title I and Title III) as well as LCFF Base funding (RU) to provide above and beyond support to all of our students and to our designated subgroups of students.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our Single Plan for Student Achievement (SPSA) involves a constant process of inquiry, revision, and collaboration among district-wide stakeholders. Some of our stakeholder groups are the English Learner Advisory Committee (ELAC), the School Site Council (SSC), and our Parent Teacher Organization (PTO), which is made up of parents, certificated and classified staff, and the school principal.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resource inequities are reflected in the data analysis and highlight needs to support structured literacy for students performing below standard, to increase English Language Development among English Learners via supplemental supports, to increase student engagement, to provide additional supports in addressing the social-emotional needs of referred students, and to improve school climate with regard to attendance and suspension. These areas are defined as areas of need within the CA Accountability Dashboard.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	%	%			
African American	0.6%	0.32%	0.65%	2	1	2
Asian	1.5%	1.26%	1.63%	5	4	5
Filipino	0.9%	0.32%	0.33%	3	1	1
Hispanic/Latino	42.4%	41.64%	40.2%	139	132	123
Pacific Islander	%	%	%			
White	50.0%	49.84%	51.31%	164	158	157
Multiple/No Response	0.3%	0.32%	%	1	1	
			Total Enrollment	328	317	306

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	70	73	63
Grade 1	48	50	54
Grade 2	46	46	49
Grade3	50	47	48
Grade 4	55	48	44
Grade 5	59	53	48
Total Enrollment	328	317	306

Conclusions based on this data:

1. Our enrollment has slowly declined. We attribute this decrease in student population to factors like increased cost of living, limited affordable housing, and families moving to other areas where salaries are more competitive.
2. Due to budget cuts, Cabrillo Unified School District will no longer be providing busing to students living in the Moonridge community. This will have a significant impact on our enrollment for the 2020-2021 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	105	100	95	32.0%	31.5%	31.0%
Fluent English Proficient (FEP)	8	13	10	2.4%	4.1%	3.3%
Reclassified Fluent English Proficient (RFEP)	5	16	2	4.5%	15.2%	2.0%

Conclusions based on this data:

1. The enrollment of our English Learners has been stable for the last three years. However, our number of English Learner students is projected to decrease for the 2020-2021 school year given the fact that Cabrillo Unified School District will be discontinuing busing for students as of Fall 2020 which will significantly impact the enrollment of English Learners at our school site.
2. Our Fluent English Proficient students percentage has slightly decreased by 0.8 percentage points.
3. We increased the percentage of Reclassified Fluent English Proficient students from 4.5 to 15.2 percent from the 2016-17 to the 2017-18 school year. This resulted in fewer English Learner candidates for reclassification during the 2018-2019 school year.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48	47	49	46	43	47	46	43	47	95.8	91.5	95.9
Grade 4	54	47	43	52	46	41	52	46	41	96.3	97.9	95.3
Grade 5	58	54	50	56	53	49	56	53	49	96.6	98.1	98
All	160	148	142	154	142	137	154	142	137	96.3	95.9	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2429.	2413.	2421.	28.26	27.91	23.40	23.91	16.28	25.53	13.04	20.93	21.28	34.78	34.88	29.79
Grade 4	2426.	2467.	2426.	19.23	28.26	14.63	7.69	21.74	24.39	19.23	15.22	17.07	53.85	34.78	43.90
Grade 5	2477.	2474.	2504.	17.86	15.09	28.57	23.21	24.53	26.53	16.07	22.64	12.24	42.86	37.74	32.65
All Grades	N/A	N/A	N/A	21.43	23.24	22.63	18.18	21.13	25.55	16.23	19.72	16.79	44.16	35.92	35.04

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.09	25.58	31.91	32.61	32.56	38.30	41.30	41.86	29.79
Grade 4	13.46	26.09	12.20	50.00	43.48	43.90	36.54	30.43	43.90
Grade 5	19.64	22.64	32.65	41.07	41.51	38.78	39.29	35.85	28.57
All Grades	19.48	24.65	26.28	41.56	39.44	40.15	38.96	35.92	33.58

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.78	25.58	14.89	30.43	37.21	57.45	34.78	37.21	27.66
Grade 4	15.38	19.57	12.20	48.08	43.48	46.34	36.54	36.96	41.46
Grade 5	21.43	20.75	22.45	41.07	39.62	46.94	37.50	39.62	30.61
All Grades	23.38	21.83	16.79	40.26	40.14	50.36	36.36	38.03	32.85

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.57	16.28	23.40	60.87	65.12	53.19	19.57	18.60	23.40
Grade 4	5.77	23.91	9.76	50.00	67.39	70.73	44.23	8.70	19.51
Grade 5	23.21	7.55	20.41	41.07	50.94	59.18	35.71	41.51	20.41
All Grades	16.23	15.49	18.25	50.00	60.56	60.58	33.77	23.94	21.17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.61	27.91	14.89	47.83	48.84	51.06	19.57	23.26	34.04
Grade 4	17.31	23.91	9.76	51.92	52.17	51.22	30.77	23.91	39.02
Grade 5	25.00	15.09	30.61	39.29	56.60	44.90	35.71	28.30	24.49
All Grades	24.68	21.83	18.98	46.10	52.82	48.91	29.22	25.35	32.12

Conclusions based on this data:

1. Our percentage of 5th Grade students who exceeded overall achievement in English Language Arts went from 15.09% to 28.57% from the 2017-2018 school year to the 2018-2019 school year. However, the percentage of 4th Grade students who did not meet standard in English Language Arts rose from 34.78% to 43.90%. This implies that, while there were significant gains in 5th Grade performance in ELA, our 4th grade students will need additional support in making progress toward standards.
2. The percentage of 3rd Grade students who scored above standard in Reading increased from 25.58% to 31.91% from the 2017-2018 school year to the 2018-2019 school year. However, the percentage of 4th Grade students who scored below standard in Reading rose from 30.43% to 43.90%. Reading is the subcategory in which many Farallone View students need additional support.
3. Overall, our students in Grades 3-5 scored the highest in the Listening portion of the English Language Arts assessment with only 21.17% of students scoring below standard and 78.83% scoring at or above standard for the 2018-2019 school year. This performance data is comparable to that of the previous school year with only 23.94% of students in Grades 3-5 scoring below standard and 76.05% scoring at or above standard. However, we still have much work to do in Reading, Writing, Research and Inquiry.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48	47	49	46	44	48	46	44	48	95.8	93.6	98
Grade 4	54	47	43	53	46	41	53	46	41	98.1	97.9	95.3
Grade 5	58	54	50	58	53	50	58	53	50	100	98.1	100
All	160	148	142	157	143	139	157	143	139	98.1	96.6	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2440.	2416.	2424.	21.74	15.91	22.92	26.09	25.00	20.83	26.09	25.00	27.08	26.09	34.09	29.17
Grade 4	2428.	2464.	2415.	3.77	10.87	7.32	20.75	30.43	14.63	35.85	36.96	26.83	39.62	21.74	51.22
Grade 5	2485.	2475.	2495.	18.97	13.21	20.00	17.24	20.75	14.00	24.14	26.42	32.00	39.66	39.62	34.00
All Grades	N/A	N/A	N/A	14.65	13.29	17.27	21.02	25.17	16.55	28.66	29.37	28.78	35.67	32.17	37.41

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43.48	20.45	27.08	23.91	36.36	37.50	32.61	43.18	35.42
Grade 4	15.09	21.74	14.63	26.42	36.96	12.20	58.49	41.30	73.17
Grade 5	24.14	18.87	22.00	31.03	30.19	34.00	44.83	50.94	44.00
All Grades	26.75	20.28	21.58	27.39	34.27	28.78	45.86	45.45	49.64

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.78	22.73	27.08	45.65	45.45	52.08	19.57	31.82	20.83
Grade 4	11.32	13.04	4.88	47.17	56.52	46.34	41.51	30.43	48.78
Grade 5	17.24	20.75	24.00	44.83	45.28	36.00	37.93	33.96	40.00
All Grades	20.38	18.88	19.42	45.86	48.95	44.60	33.76	32.17	35.97

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.09	15.91	22.92	52.17	45.45	47.92	21.74	38.64	29.17
Grade 4	7.55	26.09	14.63	45.28	36.96	29.27	47.17	36.96	56.10
Grade 5	22.41	13.21	18.00	29.31	50.94	44.00	48.28	35.85	38.00
All Grades	18.47	18.18	18.71	41.40	44.76	41.01	40.13	37.06	40.29

Conclusions based on this data:

1. Of the three categories within the CAASPP Mathematics assessment, this data would suggest that Farallone View students struggle the most with Concepts & Procedures: Applying mathematical concepts and procedures. Particularly noticeable is the steadily high percentage of 4th Grade students performing below grade-level standard in this particular category (58.49% in 2016-2017, 41.3% in 2017-2018, and 73.17% in 2018-2019).

2. Our percentages of 3rd and 5th Grade students who exceeded overall achievement in Mathematics increased by approximately 7% while the percentages of students who did not meet standard overall decreased by about 5%. While this data demonstrates a positive trend, the opposite trend was visible in the performance of our 4th Grade students. This implies that our 4th grade students will require additional support in meeting Math standards in all three categories.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1422.1	1427.0	1440.7	1447.9	1378.7	1378.0	25	17
Grade 1	1435.1	1444.6	1460.0	1471.8	1409.7	1416.7	14	23
Grade 2	1474.2	1480.8	1500.1	1496.6	1447.9	1464.3	18	12
Grade 3	1460.9	1482.9	1448.7	1497.7	1472.6	1467.4	14	19
Grade 4	*	1500.9	*	1499.2	*	1502.2	*	12
Grade 5	1498.9	1531.8	1490.5	1536.2	1506.9	1526.9	15	11
All Grades							96	94

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	23.53	*	29.41	*	35.29	*	11.76	25	17
1	*	13.04	*	8.70	*	56.52	*	21.74	14	23
2	*	16.67	*	41.67	*	33.33	*	8.33	18	12
3		10.53	*	42.11	*	31.58	*	15.79	14	19
4		16.67	*	33.33	*	33.33	*	16.67	*	12
5	*	9.09	*	63.64	*	27.27	*	0.00	15	11
All Grades	19.79	14.89	29.17	32.98	30.21	38.30	20.83	13.83	96	94

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	29.41	*	23.53	*	41.18	*	5.88	25	17
1	*	26.09	*	34.78	*	26.09	*	13.04	14	23
2	77.78	33.33	*	41.67	*	25.00		0.00	18	12
3	*	42.11	*	26.32	*	26.32	*	5.26	14	19
4	*	16.67	*	50.00	*	25.00	*	8.33	*	12
5	*	54.55	*	45.45	*	0.00	*	0.00	15	11
All Grades	36.46	32.98	31.25	35.11	18.75	25.53	13.54	6.38	96	94

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.88	*	29.41	52.00	41.18	*	23.53	25	17
1	*	4.35	*	8.70	*	26.09	*	60.87	14	23
2	*	0.00	*	50.00	*	16.67	*	33.33	18	12
3		5.26	*	10.53	*	42.11	*	42.11	14	19
4	*	0.00	*	25.00	*	50.00	*	25.00	*	12
5		0.00	*	27.27	*	72.73	*	0.00	15	11
All Grades	*	3.19	17.71	22.34	34.38	39.36	39.58	35.11	96	94

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	56.00	17.65	*	76.47	*	5.88	25	17
1	*	34.78	*	56.52	*	8.70	14	23
2	*	33.33	*	58.33		8.33	18	12
3		31.58	78.57	47.37	*	21.05	14	19
4	*	16.67	*	58.33	*	25.00	*	12
5	*	9.09	73.33	90.91	*	0.00	15	11
All Grades	35.42	25.53	54.17	62.77	*	11.70	96	94

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	23.53	52.00	58.82	*	17.65	25	17
1	*	21.74	*	65.22	*	13.04	14	23
2	83.33	41.67	*	58.33		0.00	18	12
3	*	47.37	*	52.63	*	0.00	14	19
4	*	41.67	*	58.33	*	0.00	*	12
5	*	100.00	*	0.00		0.00	15	11
All Grades	46.88	41.49	38.54	52.13	14.58	6.38	96	94

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	64.00	82.35	*	17.65	25	17
1	*	8.70	*	21.74	*	69.57	14	23
2	*	0.00	*	66.67	*	33.33	18	12
3		5.26	*	31.58	*	63.16	14	19
4	*	0.00	*	75.00	*	25.00	*	12
5	*	18.18	*	81.82	*	0.00	15	11
All Grades	12.50	5.32	39.58	54.26	47.92	40.43	96	94

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	23.53	*	35.29	44.00	41.18	25	17
1	*	4.35	*	56.52	*	39.13	14	23
2	*	0.00	*	83.33	*	16.67	18	12
3		10.53	*	63.16	*	26.32	14	19
4	*	8.33	*	75.00	*	16.67	*	12
5	*	0.00	*	100.00	*	0.00	15	11
All Grades	19.79	8.51	51.04	64.89	29.17	26.60	96	94

Conclusions based on this data:

1. In the 2018-2019 school year, a large percentage of our 4th and 5th Grade students (75% and 81.82%, respectively) demonstrated "Somewhat/Moderately" developed English language skills in the Reading domain of the ELPAC assessment. Similarly, large percentages of English Learners in grades 1-5 demonstrated "Somewhat/Moderately" developed English language skills within the Writing section of the ELPAC assessment. This suggests that additional targeted supports for those specific students in Reading and Writing would be beneficial and hopefully effective in helping them score in the "Well Developed" category the following school year.
2. The data suggests that most of our English Language Learners are stronger in the areas of Speaking and Listening and need to further develop their Reading and Writing skills in order to reclassify.
3. In the Overall Language section, there are higher percentages of students scoring at performance levels 2 (38.30%) and 3 (32.98%) compared to levels 1 (13.83%) and 4 (14.89%). This data trend is understandable given the fact that it takes an average of five years to acquire a new language.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
306	**34.0**	**31.0**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	95	31.0
Homeless	3	1.0
Socioeconomically Disadvantaged	104	34.0
Students with Disabilities	27	8.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.7
Asian	5	1.6
Filipino	1	0.3
Hispanic	123	40.2
Two or More Races	18	5.9
White	157	51.3

Conclusions based on this data:

1. We have a significant percentage of two specific subgroups of unduplicated pupils (34% Socioeconomically Disadvantaged and 31% English Learners).
2. Our student population is comprised of two major races/ethnicities: White (51.3%) and Hispanic (40.2%).

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Green
Mathematics  Orange		

Conclusions based on this data:

1. Based on 2019 Fall Dashboard Overall Performance for All Students, our overall suspension rate is ranked low (green). This may be a testament to our implementation and monitoring of Positive Behavioral Interventions and Supports (PBIS) as well as the addition of another yard duty supervisor on the playground during recess times.
2. There is still much work to be done in addressing the low rankings for student performance in English Language Arts and Math as well as our chronic absenteeism.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	0	1	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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Red	 No Performance Color
12.8 points below standard	85.3 points below standard	0 Students
Increased ++4.8 points	Maintained -0.3 points	
133	46	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	72.4 points below standard	80.3 points below standard
2	Increased ++3.4 points	Increased Significantly ++22.6 points
	56	22

2019 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	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2		3	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Red	No Performance Color	No Performance Color	Green
84 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	28.6 points above standard
Declined -4.3 points	7		Maintained -2.6 points
52			68

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
108.3 points below standard	61.1 points below standard	25.5 points above standard
Increased ++8.9 points	Declined Significantly -56.4 points	Increased ++5.9 points
24	22	87

Conclusions based on this data:

1. With the exception of our White students, each student subgroup identified above is performing in the yellow, orange, or red range (as measured by the California Dashboard) for English Language Arts. In order to address the language needs of our entire student population, all of our teachers have participated in professional development to better address students' basic literacy needs. In addition, we plan to host data conferences with every teacher three times a year. During those times, we will discuss in detail the progress of all of our unduplicated students, which are English Learners, students who are eligible for Free or Reduced Price Lunch, Foster Youth, Migrant Students, and Homeless Youth. The data and information discussed during these conferences will determine the need for further professional development for our staff.
2. Given the fact that our student enrollment is predominantly White or Hispanic, there is a glaring English Language Arts achievement gap between these two groups of students as evidenced by the data above (White students scored 28.6 points above average while Hispanic students scored 84 points below standard). We hope to address this during the coming school year as our professional development focus district-wide will be on the topic of equity in education.
3. There was a significant decline in the English Language Arts performance of our Reclassified English Learners. This implies that additional monitoring of our RFEP (Reclassified as Fluent English Proficient) students will be needed to ensure that they continue to receive sufficient linguistic supports.

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.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Yellow	
32.8 points below standard	81.6 points below standard	
Maintained -0.7 points	Increased ++8.1 points	
134	47	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	76.5 points below standard	81.5 points below standard
2	Maintained -0.2 points	Increased Significantly ++18.2 points
	57	23

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 87.7 points below standard Declined -6.7 points 52	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		 Yellow 6.4 points below standard Declined -7.9 points 69

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
101.2 points below standard Increased ++10 points 24	61.2 points below standard Declined Significantly -24.6 points 23	6.4 points below standard Declined -5.6 points 87

Conclusions based on this data:

1. Overall, we see a decline in Math academic performance with no student subgroup performing in the green range on the California Dashboard. This could be in part due to the inconsistency of Math curriculum (Eureka and Bridges) over the course of data collection. Two years ago, our teachers piloted two different Math programs, Eureka and Bridges. Last year, all of our teachers utilized Bridges as the foundational curriculum for Math instruction. Our teachers have undergone training in the new math program (Bridges) and will continue to use collaboration time to discuss student progress and share teaching strategies.
2. Given the fact that our student enrollment is predominantly White or Hispanic, there is a significant Math achievement gap between these two groups of students as evidenced by the data above (White students scored 6.4 points below standard while Hispanic students scored 87.7 points below standard). We hope to address this during the coming school year as our professional development focus district-wide will be on the topic of equity in education.
3. There was a significant decline in both the English Language Arts and Mathematics performance of our Reclassified English Learners. This implies that additional monitoring of our RFEP (Reclassified as Fluent English Proficient) students will be needed to ensure that they continue to receive sufficient linguistic and mathematical supports.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
41.9 making progress towards English language proficiency
Number of EL Students: 74
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
22	21	2	29

Conclusions based on this data:

1. Our English Learner group shows an increase in performance of 3.8%. We attribute this progress to our school initiative on family literacy. Last year, we offered 3 family meetings in Spanish that focused entirely in reading skills. We also acquired a Tier II curriculum and trained our Extended Academic Learning Center teachers and paraprofessionals.

2. This year, our 3rd-8th English Learner (EL) scores declined. We feel that is due to the piloting English Language Development (ELD) curriculum, English 3D and Wonders curriculum which are aligned to the new Common Core standards but not connected to the content of our Language Arts program, Readers and Writers Workshop. At this time, we are in the process of ordering ELD curriculum that aligns with Readers and Writers Workshop, which makes the content more accessible to our ELs.

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	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 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.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	1	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Orange	 No Performance Color
8	9.2	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.1	Increased +2.3	0
313	98	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color	 Orange	 Orange
Less than 11 Students - Data Not Displayed for Privacy	11.1	7.5
3	Increased +1	Increased +7.5
	117	40

2019 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	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	0	5	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Orange
7.8	5.6	Less than 11 Students - Data Not Displayed for Privacy	8.8
Declined -1.7	Increased +5.6	0	Increased +1
128	18		159

Conclusions based on this data:

1. Our overall percentage of chronic absenteeism for the 2018-2019 school year was low and remained relatively consistent with that of the 2017-2018 school year.
2. There was a 1.7% decrease in chronic absenteeism among our Hispanic students from 2017-2018 to 2018-2019.
3. There were increases in chronic absenteeism for several of our student subgroups: English Learners, socioeconomically disadvantaged, students with disabilities, and students of two or more races. With the district-wide implementation of a new attendance monitoring system (A2A: Attention2Attendance), we hope to see a decrease in chronic absenteeism data for the 2019-2020 school year.

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.

2019 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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	2

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 Orange	
0.6	2	
Maintained 0	Increased +2	
316	98	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Blue
Less than 11 Students - Data Not	1.7	0
3	Increased +1.7	Maintained 0
	118	42

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color		 No Performance Color	 No Performance Color
Less than 11 Students - Data		Less than 11 Students - Data	Less than 11 Students - Data
2		5	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 No Performance Color		 Blue
1.6	0		0
Increased +1.6	Declined -4.8		Declined -0.6
129	18		161

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.6	0.6

Conclusions based on this data:

1. Our suspension rate remains quite low (0.6%) due to our school's focus on social emotional supports. Our school believes in social justice and actively advocates, supports, and offers referrals for students, families, and staff that need accommodations or scaffolding.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Achievement: Literacy

LEA/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 Learners (ELLs).

Goal 1

By June 2021, the percentage of all students meeting or exceeding grade level benchmark in reading, as measured by Fountas and Pinnell (F&P), will increase by 4%.

Identified Need

As mentioned in our conclusions based on CAASPP data, we have a significant percentage of students who are not meeting standard in Reading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fountas and Pinnell reading level	Specific baseline for each student	K-C, 1st-I, 2nd -M, 3rd-P, 4th-S, 5th-V
Reading logs	30% completion	70% completion
Data Analysis (teachers and principal)	Each student baseline is recorded in October	One third growth increments of Fountas and Pinnell grade level reading expectations will be measured and recorded on Jan. 2021, and May 2021

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School staff will host Family Learning Nights with a focus on structured literacy and reading.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students' Fountas and Pinnell reading levels are measured and recorded by teachers in order to determine reading enrichment and/or intervention strategies.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,700	Title I 1000-1999: Certificated Personnel Salaries Substitute teachers for each classroom teacher

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Classroom teachers keep track of their students' reading time by logging completion rate and minutes read weekly. Reading Intervention teacher will monitor and report every Monday during announcements.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will be surveyed to determine their professional growth interests and the needs of their students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional Development for teachers to attend conferences or meetings directly linked with reading goals.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3128.64	Title I 1000-1999: Certificated Personnel Salaries Professional development for teachers on a per diem salary related to literacy goals or student interventions as determined by surveys and student data analysis

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Childcare provided for families that attend Family Literacy Nights

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
440.93	Title I 5000-5999: Services And Other Operating Expenditures

	Childcare

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Prior to school closures due to COVID-19, teachers assessed students' reading levels through Fountas & Pinnell twice this year. Based on student reading level data, teachers implemented additional strategies to meet students' identified learning needs as well as determined if additional supports were needed such as small group instruction, reading intervention, etc. School staff hosted one Literacy Night this year. Due to our rapid transition to remote learning during the COVID-19 pandemic, additional Literacy Nights and professional development centered on literacy were not realized.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Two major events during the 2019-2020 school year impacted the implementation of planned strategies. There was a shift in school leadership during this school year as well as an abrupt transition to remote learning after schools closed in March 2020. Not all of the strategies listed were implemented due to these factors.

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.

In the 2020-2021 school year, the plan is to pursue the previously mentioned professional development related to literacy goals and student achievement in Reading.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Reclassification

LEA/LCAP Goal

All students shall have the necessary skills so that they are college and career ready. There shall be a particular focus on Literacy and Reclassification of English Language Learners (ELLs).

Goal 2

By June 2020, we will increase the number of students able to be reclassified as Fluent English Proficient by 4% as measured by district reclassification criteria.

Identified Need

As measured by our ELPAC assessment data, most of our students are in the Emerging or Expanding stages (Levels 1-3 of the ELPAC assessment) of their English language development. Our goal is to provide students the English language skills necessary to arrive at the Bridging stage (Level 4) before they move on to middle/intermediate school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District reclassification standards	2% as measured last year	6% of total ELLs

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

Teachers will monitor Lexia reports and deliver targeted lessons according to student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are not meeting growth target for English Language Development

Strategy/Activity

Identify key students who would benefit from Tier 2 Reading Intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,350	Title III 1000-1999: Certificated Personnel Salaries Mini-marathons to address the needs of our English Language Learners. These are student success meetings held on a single school day where the parents, classroom teacher, resource specialist, psychologist, and principal meet to discuss student concerns, recommend Tier II interventions, and brainstorm recommendations for additional family supports. The expenditure covers a roving sub for the day.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Specific students who are not meeting English Language Development growth target

Strategy/Activity

Provide short-term Reading Intervention for target students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide more opportunities, additional practice with computer literacy and interactive curriculum for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
897.26	Title III 4000-4999: Books And Supplies Brain Pop

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional development that meets the needs of our teachers and learning needs of our students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Conduct learning walks, collaborate for review of data, and refine immediate action items

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Extended Academic Learning Center to address the English language acquisition needs our our English Language Learners.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Title III 1000-1999: Certificated Personnel Salaries To cover above and beyond salaries what is covered by San Mateo County Office of Education. This includes time for assessment, data analysis, meetings with principal, and designing intervention strategies.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Prior to school closures due to COVID-19, most of these strategies were implemented including providing short-term Reading Intervention for target students, providing additional practice with computer literacy and interactive curriculum for all students, monitoring Lexia usage and delivering targeted lessons according to student needs, providing additional Academic Learning Center supports. Due to an unexpected shift in school leadership as well as our rapid transition to remote learning during the COVID-19 pandemic, the student success mini-marathons and the professional development (centered on English Language Development and Trauma Informed Best Practices) were not realized.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Two major events during the 2019-2020 school year impacted the implementation of planned strategies. There was a shift in school leadership during this school year as well as an abrupt transition to remote learning after schools closed in March 2020. Not all of the strategies listed were implemented due to these factors.

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.

In the 2020-2021 school year, the plan is to pursue the previously mentioned professional development. In addition, the student success mini-marathons (driven by data analysis) will be implemented.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Communication Plan to Support Family and Community Involvement

LEA/LCAP Goal

Implement a stakeholder communication plan to support parental involvement.

Goal 3

By June 2020, Farallone View Elementary School will increase our family engagement by 5%.

Identified Need

The Panorama Survey identified only 51% of our families as feeling engaged in their child's education process.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at school events such as Family Learning Nights, parent-teacher conferences, etc.	To be measured.	5% increase
Google Form Survey	51% as measured by Panoramic Survey	56% as measured by Google Form survey

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and families

Strategy/Activity

Usage of digital newsletter to communicate with parents (where English is the preferred language) via email and robocall (voice) with Latino families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students and families

Strategy/Activity

We will continue hosting a monthly meeting called "Pastries with the Principal" during which we will talk about current and upcoming events, and family concerns.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students and families

Strategy/Activity

We will add local coverage of the Half Moon Bay Review, our local newspaper to one of our already existing community events.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

There will be two district-wide educational ELAC meetings scheduled for all district ELAC groups. The focus of these meetings will be based on topics identified as important to site ELAC. We will provide translation to families who need it.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Title III 2000-2999: Classified Personnel Salaries Childcare for families

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The majority of these strategies were implemented this school year with the exception of adding local news coverage to one of our school events this year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

With the recent budget cuts as proposed by Cabrillo Unified School District, we will no longer be administering the Panoramic Survey. Subsequently, we will not have the same measure of family engagement as in years past.

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.

As mentioned above, we will seek additional forms of measuring family engagement (i.e. surveys and participation numbers).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Positive School Climate: Safe and Supported Schools

LEA/LCAP Goal

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

Goal 4

In the areas of school supports and school safety, by June 2020, our School Learning Strategies and School Safety ratings will be mostly favorable as measured by a Google Form Survey.

Identified Need

In previous years, the Panorama Survey identified room for improvement in our school's scores in the areas of School Learning Strategies and School Safety.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google Form	N/A	51% favorable ratings in the areas of school supports and safety.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Analyze office discipline referrals and student needs to plan and deliver lessons around the three Positive Behavior Interventions and Supports (PBIS) expectations: Be Safe, Be Responsible, and Be Respectful for every designated area within the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Plan, deliver, and analyze data for booster lessons, assemblies, and other interventions depending on the areas of most need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

We will work with our School Site Council (SSC) to develop a safety committee that will help address and resolve any safety concerns that may arise. We will also work closely with architects during the upcoming campus renovation process at Farallone View.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students at risk

Strategy/Activity

We will provide a Check In and Check Out system of support for students who need more behavior interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students at risk

Strategy/Activity

We will provide counseling for our students and families in the specific areas where they need support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All of these strategies were implemented to varying degrees of success. We will continue to work with our School Site Council (SSC) to firmly establish a school safety committee and to develop an action plan aligned with our School Safety Plan that will help address any safety concerns that may arise.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Since this particular goal does not rely heavily on funding, we do plan to implement these strategies with fidelity. However, it is important to keep in mind the fact that the school routines, both instructional and otherwise, will look vastly different in Fall 2020 due to the reopening of school campuses nationwide post-pandemic.

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 language and metrics for measuring Goal 4 were modified this year since the Panorama Survey will no longer be administered as a measure of school supports and safety. In addition, a new element was added to Strategy 3 to reflect the work that began this year in consulting with local architects about upcoming renovations to our school facilities.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$8,916.83

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$6,269.57
Title III	$2,647.26

Subtotal of additional federal funds included for this school: $8,916.83

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $8,916.83

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	6,269.57	0.00
Title III	2,647.26	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	6,269.57
Title III	2,647.26

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	7,378.64
2000-2999: Classified Personnel Salaries	200.00
4000-4999: Books And Supplies	897.26
5000-5999: Services And Other Operating Expenditures	440.93

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	5,828.64
5000-5999: Services And Other Operating Expenditures	Title I	440.93
1000-1999: Certificated Personnel Salaries	Title III	1,550.00
2000-2999: Classified Personnel Salaries	Title III	200.00
4000-4999: Books And Supplies	Title III	897.26

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,269.57
Goal 2	2,447.26
Goal 3	200.00

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

Name of Members	Role
Amy McVicker	Principal
Margaret Rothenberg	Classroom Teacher
Eric Denault	Classroom Teacher
Jennifer Scarpaci	Classroom Teacher
Sandra Myers	Other School Staff
Bárbara Garita	Parent or Community Member
Ryan Houston	Parent or Community Member
Stephanie Kirby	Parent or Community Member
Dean Lauritzen	Parent or Community Member
Olivia López	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
Verbal Approv	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 5/18/20.

Attested:

Amy McVick	Principal, Ms. Amy McVicker on 5/18/20
Verbal Approv	SSC Chairperson, Ms. Bárbara Garita on 5/18/2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kings Mountain Elementary School	41688906043657	May 14, 2020	May 27, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

2020 Social Emotional Learning Survey administered February 2020.

1) If you are feeling uncomfortable with a classmate situation, do you know who to talk to? Name three people you would talk to when uncomfortable with a classmate situation:
Yes – 98% staff (most add classmates and parents)
2) What do you like about being in our class? Responses all came back centering around inclusion and academics.
3) Are you comfortable expressing who you are in class? Yes-95% Kinda/No – 5%
4) Do kids at KMES know the rules of the classroom? Yes-86% No-14%
5) Do kids at KMES know the rules of the playground? Yes-90% No-10%
6) How do you feel a broken rule is handled by staff? Well-84% 16% - thinks there should be escalation of consequences for broken rules.
7) Do you feel welcome joining in other kids' games? Over 90% feel comfortable.

To foster stronger Family Engagement this year, student-written and Administrative Assistant newsletters were emailed to parents and staff. Parents and staff continue to update and improve school webpage to link to the district webpage. Our parent organization, Kings Mountain Associated Parents worked closely with the site coordinator to discuss and collaborate on ways to encourage families to participate in school and school related events. To provide a welcoming environment for school events, academic related Exhibition Expos will have a social component through food and childcare. Unfortunately, the 2020 May Open House was cancelled due to COVID-19 Shelter-in-Place requirements.

Classroom Observations

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

Formal observations take place according to the Cabrillo Unified Teacher Association contract by the school principal. The principal observes classrooms informally to support and assess teacher and students concerns, both academically and behaviorally.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

All English Language Learners are tested using the English Language Proficiency Assessments for California (ELPAC).

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

Math: First through fifth grade students are given the Bridges End of Year Assessment at the start of the year to inform classroom instruction, differentiate instruction, and identify students who would benefit from targeted intervention and enrichment and at the conclusion of the year to assess growth.

Reading: Kindergarten through fifth grade students are given Fountas and Pinnell Benchmark Assessments three times a year. These assessments are used by teachers to create flexible reading groups, inform instruction, match students with independent level reading books, identify students requiring intervention/enrichment and target English Language Learners instruction. Fountas and Pinnell Benchmark Assessments are given in September, February and May to measure reading accuracy, comprehension, fluency. Kindergarten students are assessed three times a year. Each Kindergarten student is assessed in September using Brigance Inventory of Basic Skills as well as Acadience screenings.

Writing: Teachers' College Writers' Workshop Rubrics will be used to assess skills in genres for opinion/argument, information, and narrative writing. Teachers will use on-demand performance assessment prompts for each of the three genres and assess them using the Teachers College learning progression and rubric. Teachers will pre-assess students using Teachers' College on-demand prompts to inform instruction, differentiate and identify intervention support. Words their Way Spelling Inventory is and will be used to assess and modify instruction in spelling, decoding, word study and vocabulary. Grammar is assessed through student writing samples.

Science: Foss Unit Assessments

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Kings Mountain School has 3 credentialed teachers who meet the criteria for highly qualified staff.

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

All Kings Mountain teachers are appropriately credentialed. Teachers participated in meetings that provide staff development in designing lessons aligned to Common Core State Standards to meet student needs. Teachers attended staff development days as provided by District in accordance with the professional development plan approved by the school board in June 2020. The professional development focus of next year will be Remote Learning interface with Project-Based Learning. In addition, teachers participated in an online Project-Based-Learning Course that KMAP funded from Cal State East Bay. Site level staff development will focus on project-based learning and the use of student data to inform instruction, differentiate instruction, identify intervention groups and reflect on best practices. As a Professional Learning Community, we continue to focus on team teaching using a push-in intervention model and Responsive Classroom to foster student engagement, reflection and ownership.

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

The staff development for the 2020-21 school year will focus the seven professional development days on Remote Learning training, science adoption and VAPA curriculum/practices.

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

Teachers at Kings Mountain receive a variety of instructional assistance and support funded from different sources including district, site and Parent Organization funds. Kings Mountain teachers have begun working as a PLC (Professional Learning Community) with district stipends for Teacher Leadership.

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

Teachers work as a K-5 team in literacy lesson planning, analyzing student assessments, articulating and modifying instruction for all students. Due to Kings Mountain intimate school setting with 3 classroom teachers, teachers collaborate both formally at monthly leadership and weekly staff meeting/collaboration meetings.

Teaching and Learning

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

Currently, all teachers are using Teachers' College Reading and Writing Workshop to better align with the Common Core Standards for English Language Arts. Students are using Bridges Math along with Problem of the Month, eSpark and Khan Academy. The district has created a Common Core Standards-based report card and is in the process of identifying new curriculum and instructional materials that are Common Core based. One-to-one computing devices are available in grades 4-5 and 2-3.

Teachers have been focusing on student data to inform language arts instruction and math to differentiate instruction and implement push-in intervention.

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

Teachers will provide no less than the recommended and required, according to CDE Framework, instructional minutes for ELA, ELD, Math and Physical Education. Instruction may include integrated lessons in Science and Social Studies.

- Kindergarten- ELA 60 minutes/daily or 300 minutes/weekly; ELD 30 minutes/daily or 150 minutes weekly; Math 50-60 minutes/daily or 250 to 300 minutes/weekly; PE 100 minutes/weekly (200 min. for each 10 school days)
- 1st-3rd Grades- ELA 120 minutes/daily or 600 minutes/weekly; ELD 30 minutes/daily or 150 minutes weekly; Math 50-60 minutes/daily or 250 to 300 minutes/weekly; PE 100 minutes/weekly (200 min. for each 10 school days)
- 4th-5th Grades- ELA 150 minutes/daily or 750 minutes/weekly; ELD 30 minutes/daily or 150 minutes weekly; Math 50-60 minutes/daily or 250 to 300 minutes/weekly; PE 100 minutes/weekly (200 min. for each 10 school days)

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

The teachers work together with the site coordinator on an ongoing basis to adjust intervention lessons as needed with fluid targeted instructional groupings.

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

All students have appropriate Content Standards based instructional materials. Currently, the district is working on identifying Social Studies and Science curriculum materials that are better aligned with the 2010 Common Core Standards. Students use Bridges Math to meet California Common Core State Standards.

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

Teachers use the Fountas and Pinnell intervention kits with students who are selected, based on assessments and teacher observations, to receive targeted support in the classroom.

Opportunity and Equal Educational Access

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

Students who are recognized as underperforming receive intervention, including instructional level reading in small targeted groups, scaffolded writing, phonics, word work, English Language Development. Students have available extended learning time through Homework club for students in VFCC grades 1-5, 4 days each week (M-TH) after school. Students who continue to struggle are referred to the Student Study Team process. Students may be assessed by the School Psychologist, Resource Specialist, Speech Therapist, Occupational Therapist, or other Specialists to determine eligibility for an Individual Education Plan (IEP) or 504 Plan. IEPs and 504s are implemented accordingly.

Evidence-based educational practices to raise student achievement

The basis of our literacy program is Teachers' College Reading and Writing Workshop, with emphasis on training and resources from the Teachers College Reading and Writing Project at Columbia University. As a school wide instructional focus, teachers are implementing PBIS, Positive Behavioral Interventions and Supports, Second Step, social emotional learning curriculum and Responsive Classroom practices this year. Second Step provides students with self-awareness and self-regulatory skills to follow PBIS expectations. Responsive Classroom provides classroom practice that foster student engagement, reflection, ownership and academic and behavioral growth.

Parental Engagement

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

Kings Mountain School works with our district and parent organization to provide additional support for under-achieving students. Our parent organization funds a full-time 2/3 teacher. The district has contributed the Fountas and Pinnell Leveled Literacy Intervention for grades 1-4. Other Local Grants purchased Fountas and Pinnell Leveled Literacy Intervention for grade 5 in June 2017.

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

Parents and other stakeholders have various opportunities to plan, implement, and evaluate programs through the school parent organization, Kings Mountain Associated Parents (KMAP), School Site Council and district wide collaboration days.

Funding

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

In 2020/2021, categorically-funded services will include professional development to support distance learning training.

Fiscal support (EPC)

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

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

Kings Mountain School Site Council reviews and monitors the SPSA, Single Plan for Student Achievement throughout the year. The entire school community is notified of meetings in accordance with California Department of Education guidelines. Since our school is small, the council includes all certificated staff, classified staff and four parents who comprise 5% of the parent community. School site council meets approximately four times a year to review and monitor the SPSA goals. Trimester reading data, SBAC, Smarter Balanced Assessment Consortium, ELPAC English Language Proficiency Assessments for California scores, along with an annual climate survey results are analyzed in our meetings as we measure progress toward goals.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	1.37%	%		1	
African American	1.5%	1.37%	1.75%	1	1	1
Asian	3.0%	2.74%	3.51%	2	2	2
Filipino	1.5%	1.37%	1.75%	1	1	1
Hispanic/Latino	20.9%	17.81%	12.28%	14	13	7
Pacific Islander	%	%	%			
White	68.7%	67.12%	68.42%	46	49	39
Multiple/No Response	%	%	%			
			Total Enrollment	67	73	57

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	12	12	4
Grade 1	13	11	13
Grade 2	9	12	8
Grade3	11	12	12
Grade 4	13	13	11
Grade 5	9	13	9
Total Enrollment	67	73	57

Conclusions based on this data:

1. 67% of students are identified as white, with 25% identified within the non-white sub-groups. 8% of students had no response.
2. The student enrollment remained fairly consistent.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	2	4	1	3.0%	5.5%	1.8%
Fluent English Proficient (FEP)	3	1	2	4.5%	1.4%	3.5%
Reclassified Fluent English Proficient (RFEP)	1		0	50.0%	0	0.0%

Conclusions based on this data:

1. Two of the four English Learners were temporarily enrolled under a humanitarian medical visa. Early October, the family returned home to Guatemala.
2. Summer ELPAC scores for the remaining two English Learners indicate they are eligible for reclassification. One of the two students moved out of the district the summer of 2018, prior to receiving ELPAC scores.
3. The final English Learner will be reclassified in the 2018-19 school year.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12	12	12	12	12	12	12	12	12	100	100	100
Grade 4	12	13	11	12	13	9	12	13	9	100	100	81.8
Grade 5	*	13	9	*	12	9	*	12	9	88.8	92.3	100
All	33	38	32	32	37	30	32	37	30	97	97.4	93.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2466.	2473.	2470.	50.00	41.67	58.33	16.67	33.33	16.67	8.33	16.67	16.67	25.00	8.33	8.33
Grade 4	2502.	2523.	*	33.33	30.77	*	16.67	46.15	*	41.67	15.38	*	8.33	7.69	*
Grade 5	*	2544.	*	*	41.67	*	*	25.00	*	*	33.33	*	*	0.00	*
Grade 6											33.3				
All Grades	N/A	N/A	N/A	37.50	37.84	60.00	25.00	35.14	23.33	21.88	21.62	10.00	15.63	5.41	6.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.00	63.64	66.67	25.00	36.36	16.67	25.00	0.00	16.67
Grade 4	33.33	30.77	*	50.00	53.85	*	16.67	15.38	*
Grade 5	*	33.33	*	*	66.67	*	*	0.00	*
All Grades	40.63	41.67	60.00	43.75	52.78	30.00	15.63	5.56	10.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.67	18.18	33.33	25.00	72.73	41.67	33.33	9.09	25.00
Grade 4	50.00	38.46	*	25.00	30.77	*	25.00	30.77	*
Grade 5	*	50.00	*	*	33.33	*	*	16.67	*
All Grades	46.88	36.11	33.33	28.13	44.44	46.67	25.00	19.44	20.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	54.55	33.33	58.33	45.45	58.33	8.33	0.00	8.33
Grade 4	33.33	30.77	*	66.67	69.23	*	0.00	0.00	*
Grade 5	*	16.67	*	*	83.33	*	*	0.00	*
All Grades	31.25	33.33	33.33	59.38	66.67	63.33	9.38	0.00	3.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.67	27.27	41.67	33.33	72.73	41.67	25.00	0.00	16.67
Grade 4	25.00	53.85	*	58.33	46.15	*	16.67	0.00	*
Grade 5	*	41.67	*	*	50.00	*	*	8.33	*
All Grades	34.38	41.67	46.67	43.75	55.56	46.67	21.88	2.78	6.67

Conclusions based on this data:

1. Overall achievement indicates continued strong performance in Literacy.
2. Research and Inquiry is an area of growth with a 8 to 16% increase in performance in Above Standard.
3. In third and fourth grade, there were no student performing below Standard in Research and Inquiry. +/- 8% represents 1 student.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12	12	12	12	12	12	12	12	12	100	100	100
Grade 4	12	13	11	12	13	9	12	13	9	100	100	81.8
Grade 5	*	13	9	*	12	9	*	12	9		92.3	100
All	33	38	32	32	37	30	32	37	30	97	97.4	93.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2474.	2478.	2483.	33.33	41.67	41.67	33.33	41.67	33.33	25.00	0.00	16.67	8.33	16.67	8.33
Grade 4	2499.	2527.	*	25.00	30.77	*	25.00	30.77	*	41.67	30.77	*	8.33	7.69	*
Grade 5	*	2547.	*	*	41.67	*	*	8.33	*	*	41.67	*	*	8.33	*
All Grades	N/A	N/A	N/A	34.38	37.84	43.33	25.00	27.03	33.33	28.13	24.32	16.67	12.50	10.81	6.67

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	58.33	54.55	58.33	33.33	36.36	33.33	8.33	9.09	8.33
Grade 4	41.67	46.15	*	41.67	38.46	*	16.67	15.38	*
Grade 5	*	41.67	*	*	33.33	*	*	25.00	*
All Grades	53.13	47.22	56.67	34.38	36.11	36.67	12.50	16.67	6.67

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.67	41.67	50.00	33.33	50.00	50.00	25.00	8.33	0.00
Grade 4	25.00	38.46	*	66.67	53.85	*	8.33	7.69	*
Grade 5	*	41.67	*	*	41.67	*	*	16.67	*
All Grades	37.50	40.54	46.67	46.88	48.65	50.00	15.63	10.81	3.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	45.45	58.33	50.00	45.45	33.33	16.67	9.09	8.33
Grade 4	41.67	30.77	*	25.00	61.54	*	33.33	7.69	*
Grade 5	*	41.67	*	*	33.33	*	*	25.00	*
All Grades	37.50	38.89	46.67	40.63	47.22	46.67	21.88	13.89	6.67

Conclusions based on this data:

1. Overall achievement indicates continued strong performance in Math with an increase from 34.38% to 37.84% of students exceeding standards.
2. Overall achievement indicates continued strong performance in Math with an increase from 25.00% to 27.03% of students meeting standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 1	*		*		*		*	
Grade 5	*		*		*		*	
All Grades							*	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*								*	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*						*	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*								*	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*				*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*						*	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*						*	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*						*	

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
57	**1.8**	**1.8**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	1	1.8
Socioeconomically Disadvantaged	1	1.8
Students with Disabilities	7	12.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	1.8
Asian	2	3.5
Filipino	1	1.8
Hispanic	7	12.3
Two or More Races	7	12.3
White	39	68.4

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	**Chronic Absenteeism**  Orange	**Suspension Rate**  Blue
Mathematics  Blue		

Conclusions based on this data:

1. Kings Mountain School provides supports for all students to succeed socially, emotionally,and academically.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Blue	 No Performance Color	 No Performance Color
54 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased ++11.3 points	1	
30		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
		6

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 0 Students	No Performance Color 47.9 points above standard Increased Significantly ++16.5 points 21

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	Less than 11 Students - Data Not Displayed for Privacy 1	52 points above standard Increased ++5.8 points 28

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students had valid test scores/data as indicated by an asterisk*.

   Kings Mountain School is committed to academic success of all 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.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Blue	 No Performance Color	
48.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	
Increased Significantly ++15.1 points	1	
30		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		 No Performance Color
		Less than 11 Students - Data Not Displayed for Privacy
		6

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color 54 points above standard Increased Significantly ++26.2 points 21

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
	Less than 11 Students - Data Not Displayed for Privacy 1	46.9 points above standard Increased ++10.9 points 28

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students had valid test scores/data as indicated by an asterisk*.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students had valid test scores/data as indicated by an asterisk*.

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.

2019 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.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	0	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 No Performance Color	 No Performance Color
16.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +3.8	1	0
59		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 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	Less than 11 Students - Data Not Displayed for Privacy
0	3	8

2019 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	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	0	2	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
No Performance Color	No Performance Color	No Performance Color	Orange
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	19.5
7	7	0	Increased +15.6
			41

Conclusions based on this data:

1. Data will be analyzed when uploaded and available to view.

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.

2019 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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Blue	 No Performance Color	
0	Less than 11 Students - Data Not	
Maintained 0	1	
60		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 No Performance Color	 No Performance Color
	Less than 11 Students - Data Not	Less than 11 Students - Data Not
	3	8

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 1		No Performance Color Less than 11 Students - Data 2	No Performance Color Less than 11 Students - Data 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data 7	No Performance Color Less than 11 Students - Data 8		Blue 0 Maintained 0 41

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0	0

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students had valid test scores as indicated by an asterisk*.

   As a result of school wide implemented social emotional curriculum along with Positive Behavioral Interventions and Supports, Kings Mountain School students have strategies and support to self-regulate, problem solve and express their strong emotions and assert themselves in a pro social manner.

2. All staff and after school care providers are familiar with common language and strategies to support students experiencing strong emotions reinforcing strategies for self regulation and problem solving.

3. As a result of parent funded part-time classroom aides, smaller adult to child ratio provides more immediate and individualized support both academically and social emotionally.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Achievement: Literacy and Reclassification

LEA/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.

Goal 1

All students shall demonstrate growth in English Language Arts as measured by Fountas and Pinnell K-2) and CAASPP (3-5). All English Language Learners will be eligible for reclassification by the end of fifth grade.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fountas and Pinnell Benchmark Reading Assessment	Fall 2018 81% of students met or exceeded grade level independent reading levels, grades 1st through 5th.	Increase the number of students meeting or exceeding grade level Fountas and Pinnell benchmark reading standards to 90% of students in grade 1st through 5th.
CAASPP, California Assessment of Student Performance and Progress, in ELA for grades 3rd through 5th	73% of students' scores on the 2018 CAASPP ELA Overall Achievement Met or Exceeded Standard. 22% of students' scores on the 2018 CAASPP ELA Overall Achievement Nearly Met Standard.	Increase the number of students Meeting Standard to 83%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Individual Education Plans

Strategy/Activity

Resource and Special Education supports as directed in each child's Individual Education Plan.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with IEPs and below or near reading benchmark

Strategy/Activity

Progress monitoring through benchmark reading assessments every 6 to 8 weeks

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Data conferences

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Targeted Word Study

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
784.00	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Words Their Way is a word study program that supports decoding and vocabulary building at a range levels from phonics to syllabication, derivational words and Greek and Latin roots.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

College and Career Readiness

LEA/LCAP Goal

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

Goal 2

Kings Mountain School students will engage in curriculum that prepares them to meet the academic demands of Middle School by the end of fifth grade as measured by Fountas and Pinnell (K-2) and the California Assessment of Students Progress and Performance (3-5).

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Informal teacher and principal observations	85% of students are able to access curriculum without additional supports.	An increase to 90% of students will be able to access curriculum
2018-19 State (CAASPP)	80% of students met benchmark in ELA on 2017-18 CAASPP	An increase to 85% meet or exceed benchmark in ELA on CAASPP
Spring 2019 District (Fountas & Pinnell) Reading Benchmark Assessment	81% of students met or exceeded Fall 2018 Reading Benchmark Assessments	An increase to 90% meet or exceed benchmark as measured by Fountas and Pinnell Reading Benchmark Assessment

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

With the goal of all students accessing curriculum and classroom supports, each classroom will implement Second Step learning and self-advocacy skills curriculum. Implement Second Step curriculum within classroom and school wide assemblies.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
181.26	Title I 4000-4999: Books And Supplies Supplementary materials to support students at risk

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

With the goal of all students accessing curriculum and classroom supports, each classroom will implement Positive Behavior Interventions and Supports matrix. Begin implementing Tier 2 Check-In Check-Out strategies for struggling students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School wide adoption of Responsive Classroom practices of Morning Meeting, Closing Circles, Hopes and Dreams, Classroom Rule Creation, Academic Choice.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Due to COVID-19 and shelter in place mandates, the 2019/2020 CAASP assessment was not administered to grades 3-5.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Communication Plan to Support Parent Involvement

LEA/LCAP Goal

Implement a stakeholder communication plan to support parental involvement.

Goal 3

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

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Event Sign-in sheets	85% of students' families participated in 2019 Back To School Night	Increase to 88% family participation in 2020 Back To School Night
Family Engagement Survey - Family Engagement	Compose Family Engagement Survey similar to SEL survey	Increase to 85% Completed Family Engagement Surveys

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Kings Mountain School will continue to update its web page ensuring information is current. We will explore digital avenues to share and communicate with staff and parents, for example phone apps.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Weekly newsletter with classroom reports and school day events

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Coffee and Conversation with Site Coordinator and guests

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
75.00	Title I 4000-4999: Books And Supplies Parent meeting supplies including but not limited to snacks and childcare

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Partnership with local community publication, Kings Mountain Echo. Monthly article highlighting school events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Kindergartners through 5th grade

Strategy/Activity

Alternate composing the newsletter.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Positive School Climate: Safe and Supported Schools

LEA/LCAP Goal

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

Goal 4

At Kings Mountain School, students will respect the diversity, the richness of human differences, in each student. Our focus is to create a culture of respect around differences that may include the multiple factors of diversity such as race, ethnicity, sex, religion, gender identity, sexual orientation, socioeconomic status, neighborhood, language status, special education needs and academic performance and potential.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Social Emotional Learning Post Assessments	SEL Pre Assessments February 2020 If uncomfortable, do you know who to talk to? - 98% staff What do you like about being in our class? 100% centered around inclusion and academics. Are you comfortable expressing who you are in class? 95% - yes Do kids at KMES know the rules of the classroom? 86% - yes Do kids at KMES know the rules of the playground? 90% - yes How do you feel a broken rule is handled by staff? 84% - well Do you feel welcome joining in other kid's games? Over 90% feel comfortable	Increase in skills and strategies to address behaviors to above 90% in all categories Do kids at KMES know the rules of the classroom? 90% - yes How do you feel a broken rule is handled by staff? 90% - well

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020 Survey Students: Climate, Belonging, Safety	School Climate: 92% positive	Increase school climate to 95% positive

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Social Emotional Learning around bullying

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Second Step Social Emotional Learning curriculum

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Education Outreach

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students with specific focus on English Learners

Strategy/Activity

Changing Perspectives Parent, Teacher and Student training

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
381.20	Title III 5000-5999: Services And Other Operating Expenditures Professional Development (Parent, Teacher and Student training)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

SEL 2/2020 pre-assessment was administered before the COVID-19 shelter in place mandates occurred. The entire survey is administered in 2020/2021.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$721.46
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,421.46

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$256.26
Title III	$381.20

Subtotal of additional federal funds included for this school: $637.46

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$784.00

Subtotal of state or local funds included for this school: $784.00

Total of federal, state, and/or local funds for this school: $1,421.46

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	331.26	75.00
Title III	381.20	0.00

Expenditures by Funding Source

Funding Source	Amount
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	784.00
Title I	256.26
Title III	381.20

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	1,040.26
5000-5999: Services And Other Operating Expenditures	381.20

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	784.00
4000-4999: Books And Supplies	Title I	256.26
5000-5999: Services And Other Operating Expenditures	Title III	381.20

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	784.00
Goal 2	181.26
Goal 3	75.00
Goal 4	381.20

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

2 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Debbie Silveria/Site Coordinator	Principal
Maile Springer	Classroom Teacher
Tyler Elliott	Classroom Teacher
Lesli Schmutz	Other School Staff
Christy Walker	Parent or Community Member
Dawn Freeland	Parent or Community Member
Ali Sorensen	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

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 May 12, 2020.

Attested:



Principal, Debbie Silveria/Site Coordinator on 5/12/2020

SSC Chairperson, Christy Walker on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Manuel F. Cunha Intermediate	41688906043665	May 13, 2020	May 27, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement
This is a site program that targets English Learners, Students with Disabilities, Disadvantaged and

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This SPSA addresses four goals in alignment with the Cabrillo Unified School District LCAP goals, which are:
Goal 1--- Literacy and the Reclassification of English Language Learners
Goal 2--College and Career Readiness
Goal 3--Parent Engagement
Goal 4--Safety and School Climate.
The SPSA also addresses the ATSI status of Cunha Intermediate as it relates to the CAASPP scores for Math and ELA in the subgroup of students with disabilities. Cabrillo USD has also been identified as Significantly Disproportionate in math and reading scores for English learners.

The Cunha SPSA goals are:
1. Increase ELA and math scores for EL students while continuing to make progress on reclassification.
2. Increase resources, programs, and supports for students with disabilities, as part of ATSI status for Cunha, to increase both test scores and readiness for high school and beyond.
3. Increase support for students of disadvantaged communities by increasing parent communication and engagement, and support educational initiatives for struggling students not otherwise served by special education or English Learner programs.
4. Focus on behavior improvement and school readiness through MTSS, Alternatives to Suspension, Restorative Justice, and Bullying Prevention

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

At Cunha, there is a belief in shared decision making on issues that impact our school wide instructional programs and culture. It is our practice to consult with stakeholders and obtain their input on the process to implement major state, district and site initiatives. Teachers and Parents are surveyed by the District in order to update the LCAP. Our PTO surveys staff and parents to find out their needs and the effectiveness of our programs. 7th grade students are surveyed annually via the California Health Kids Survey (CHKS), a component of our TUPE grant. The CHKS assesses student health (including drugs, alcohol, and tobacco), safety, and school climate. Associated with this are parent and staff surveys. Through staff meetings, Department Head meetings, and the Cunha Leadership Team meetings, it is clear that all staff members highly value weekly collaboration. Surveys have shown trends such as an increase in vaping amongst students, which we are addressing through our Alternatives to Suspension program. Parents want to give material support and professional development to teachers, and teachers appreciate efforts to expand electives and social-emotional support for their students.

Classroom Observations

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

Cunha's classroom observations consist of formal administrator observations as negotiated with the Cabrillo Unified Teachers Association. This is a part of the evaluation process, with the balance including routine informal walkthroughs in each classroom.

For temporary and Probationary I and II teachers, formal classroom observations are conducted twice a year, with deadlines for producing an Observation Summary. For permanent staff, the observation is done once.

The District and Association's negotiated formal classroom observation agreement stipulates that during the course of a lesson, the academic content standards and lesson objectives should be explicitly identified. Further, the instructional activities, assessments, procedures and planning of the lesson should be aligned to the California Standards for the Teaching Profession. The informal classroom walkthroughs are a standard practice to observe and identify the level of implementation of school wide adopted instructional strategies. However, there is no formal or established process to collect data to diagnose the level of implementation or fidelity to agreements.

The school-wide agreed upon common instructional practices consist of reading and writing strategies, previewing the lessons, and researched-based effective instructional strategies for English Learners. To ensure students have a clear understanding of the purpose of the lesson, teachers agree to post, clearly communicate and review with students the lesson's outcome and performance levels expected. In addition, staff agree to frontload and preview daily instructional tasks and model how to use summarizing techniques when appropriate. During the lesson staff agree to: provide in-class peer assistance via strategic seating of students; ensure that instruction is differentiated to target the various learning modalities and language fluency; make best use of instructional time by delivering a coherent lesson bell to bell; develop students' critical content

vocabulary; implement effective wait time for questions and answers; review and address the needs of students who are below proficiency in their classes. The adopted common literacy strategies include: differentiated instruction in order to address the needs of all readers; preview reading assignments with students; provide guided reading instruction of textbook chapters; use graphic organizers, guided reading exercises, and outlining to improve textbook comprehension; assist 8th grade students with the expository writing that is a required component of the science fair project. In addition, certificated staff have been trained on close reading strategies such as textless survey, spotlight a picture, highlight on the go, among others. Our ultimate goal is to build on current strategies to ensure students develop and extend their strategic thinking across subjects.

Additionally, there is a focus on schoolwide access to the research-based methodologies and instructional practices of the Achievement via Individual Determination (AVID) system, as evidenced by an increasing number of staff members attending training and professional development sessions. A number of years of work with Common Core specialists assisted each department in developing curriculum and instructional strategies in accordance with CCSS.

Student behavior in and out of class is always a major factor for teaching and learning success. Teaching standards include classroom management, and observations speak to this. Staff has focused on students behavior by adopting PBIS, and folding that into the larger framework of MTSS. Teachers have embraced restorative justice in solving behavioral issues between students and students and teachers.

Current process allows for administrators to perform walkthroughs and identify common strategies being consistently implemented across subject areas. Based on perception data gathered during informal walkthroughs, it is evident that students are experiencing positive changes in the classroom, and curriculum based on CCSS and AVID instructional strategies are being implemented. Learning goals or objectives are consistently posted and communicated to students in most classrooms.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

As a common practice, the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC) results have been utilized to monitor student performance. This data is used to modify our instructional program. The department chairs, the Dean, and administration receive reports, and all teachers are able to access IO Assessment and California School Dashboard information.

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

Cunha department heads, Dean, and administration make use of ELPAC and CAASPP data to monitor student progress. We will be looking at the creation of diagnostic assessments of student reading and math skills in order to refer students to intervention. Data is also driving changes in the ELD pathway toward reclassification and in special education instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of Cunha teachers are appropriately assigned and credentialed. In the 2019-20 School year we employed one substitute teacher for an unfilled elective position, and one substitute for a teacher who went out on medical leave.

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

Cunha is 100% staffed by highly qualified teachers and support staff. Our professional development plan is aligned to our agreed upon areas of focus, which are: increased supports for English Learners and Special Education students; early identification of and deeper supports for At-Risk students, and behavioral supports to improve school climate. To ensure our teachers are prepared to do the work, staff are sent to AVID Summer Institutes, trainings for Restorative Justice, and CPM training. We believe that the best way to continue improving our practice and meeting our student's academic and social needs is through professional collaboration.

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

Our staff development plan focuses on Equity (Cultural Competence), Multi-Tiered Systems of Support and the (PLC) Cycles of Inquiry, and best instructional practices for EL and all students.

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

Department Heads are content and instructional delivery experts. As such, they provide support and guidance to their colleagues in an ongoing capacity. The district provides a coach for all our new teachers on an on-going basis. For the last three years the district funded training and development of Common Core specialists to assist departments in adopting the CCSS.

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

Cunha has weekly teacher collaboration time built into the school schedule, lasting 50 minutes per week, based on the Professional Learning Community model. Teachers meet in same-course teams or departments. In addition to same-course teams, collaboration also allows for interdisciplinary, grade-level and vertical articulation, as well as quarterly professional development.

Teaching and Learning

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

There's a clear alignment between instruction, materials and assessment to CCSS, CAASPP assessments, and the California Standardized Test in Science. The Mathematics Department recently adopted the California-approved program called College Preparatory Math (CPM); the ELD Department is working on aligning curriculum and classes with the ELD Master Plan; All departments had access to the work of the Common Core Specialists, who assisted them in aligning curriculum and instruction to the CCSS.

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

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

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

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

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

100% of students have access to standard-aligned materials. The Curriculum Adoption Committee works with departments to ensure appropriate and up-to-date instructional materials are adopted and puchased.

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

Our adopted research-based educational practices to increase student achievement and successfully implement the Common Core State Standards include Advancement Via Individual Determination, Reading Intervention classes, ELD Master Plan, and iReady.

Parental Engagement

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

Cunha families and the greater Half Moon Bay Community contribute significant resources to assist under-performing students throughout the school year. For example, the Cunha PTO sponsors annual field trips for AVID students to visit colleges and universities around the Bay Area, pays for teacher professional development, student recognition assemblies, Challenge Day, and Bullying Prevention.

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

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

Funding

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

We receive Title I and Title III funds to assists in providing additional support to our underperforming students. We pay for teacher professional development, to purchase supplemental materials for struggling learners, and to address Significant Disproportionality for students with disabilities.

Fiscal support (EPC)

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

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 May 13, 2020.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.1%	%	%	1		
African American	0.4%	0.25%	0.13%	3	2	1
Asian	1.9%	2.02%	1.57%	15	16	12
Filipino	1.5%	1.01%	0.92%	12	8	7
Hispanic/Latino	52.7%	53.79%	52.94%	419	426	405
Pacific Islander	0.3%	0.13%	0.13%	2	1	1
White	38.9%	38.13%	39.08%	309	302	299
Multiple/No Response	0.6%	0.38%	0.13%	5	3	1
			Total Enrollment	795	792	765

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	270	262	229
Grade 7	261	270	262
Grade 8	264	260	274
Total Enrollment	795	792	765

Conclusions based on this data:

1. Cunha Intermediate is facing declining enrollment, with 702 students projected for 2010-21.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	175	160	137	22.0%	20.2%	17.9%
Fluent English Proficient (FEP)	201	214	206	25.3%	27.0%	26.9%
Reclassified Fluent English Proficient (RFEP)	9	53	37	5.7%	30.3%	23.1%

Conclusions based on this data:

1. Reclassification percentage hit a high point in 2017-18 at 30.3%. Most years it has been under 10 %.
2015-16: 5.6%
2016-17 11.5%
2017-18: 30.%
2018-19: 4.84%
2019-20: 21.6% (unofficial)
The percent reclassified has gone up in 2019-20, and the drop in percentage of English learners may reflect intense focus on reclassification.

2. The creation of the Dean position has meant a highly effective focus on reclassification.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	256	258	226	253	255	211	253	255	211	98.8	98.8	93.4
Grade 7	255	262	259	252	255	254	252	255	254	98.8	97.3	98.1
Grade 8	260	261	268	254	254	261	254	254	262	97.7	97.3	97.4
All	771	781	753	759	764	726	759	764	727	98.4	97.8	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2518.	2495.	2506.	18.97	11.76	11.85	30.04	27.06	29.86	20.55	25.10	27.01	30.43	36.08	31.28
Grade 7	2545.	2547.	2528.	10.71	20.78	14.17	42.46	31.37	27.95	22.62	20.39	28.35	24.21	27.45	29.53
Grade 8	2544.	2580.	2562.	11.81	21.26	18.39	28.35	36.61	29.12	33.07	23.23	29.12	26.77	18.90	23.37
All Grades	N/A	N/A	N/A	13.83	17.93	15.01	33.60	31.68	28.93	25.43	22.91	28.24	27.14	27.49	27.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	23.32	16.47	21.05	47.43	40.78	41.15	29.25	42.75	37.80
Grade 7	20.72	28.35	19.05	52.99	39.76	39.29	26.29	31.89	41.67
Grade 8	20.08	32.28	25.67	45.28	40.55	45.59	34.65	27.17	28.74
All Grades	21.37	25.69	22.02	48.55	40.37	42.11	30.08	33.94	35.87

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	23.02	18.04	16.27	40.08	40.78	56.94	36.90	41.18	26.79
Grade 7	23.69	31.10	22.92	55.02	44.09	50.99	21.29	24.80	26.09
Grade 8	18.90	32.68	21.84	50.39	46.46	53.64	30.71	20.87	24.52
All Grades	21.85	27.26	20.61	48.48	43.77	53.67	29.67	28.96	25.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	17.39	16.47	12.92	61.26	53.73	64.11	21.34	29.80	22.97
Grade 7	13.94	15.35	14.23	65.34	55.91	60.47	20.72	28.74	25.30
Grade 8	12.60	21.65	14.94	70.08	64.17	65.90	17.32	14.17	19.16
All Grades	14.64	17.82	14.11	65.57	57.93	63.49	19.79	24.25	22.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	26.09	20.78	18.18	47.83	50.98	54.07	26.09	28.24	27.75
Grade 7	23.51	29.92	22.22	55.78	46.85	48.02	20.72	23.23	29.76
Grade 8	20.08	36.22	24.90	50.00	46.06	51.72	29.92	17.72	23.37
All Grades	23.22	28.96	22.02	51.19	47.97	51.11	25.59	23.07	26.87

Conclusions based on this data:

1. For all student groups, the numbers show mixed gains and losses. There are percent increases in students below standard in Research/Inquiry, Reading, and Overall Achievement

2. Our Reading Intervention class is designed to apply intensive intervention in reading for those 6th grade students who are below grade level but do not qualify as English Learners, or special education services. They have been identified by the 5th grade reading specialists in each elementary school and referred to Cunha, where they will be enrolled for at least a quarter during their elective period in the class. The goal is to raise them to grade level in reading.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	256	258	226	253	258	213	253	258	213	98.8	100	94.2
Grade 7	255	262	259	250	259	253	250	259	253	98	98.9	97.7
Grade 8	260	261	268	254	254	261	254	254	261	97.7	97.3	97.4
All	771	781	753	757	771	727	757	771	727	98.2	98.7	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2492.	2470.	2480.	11.07	5.43	9.86	19.76	17.83	17.84	26.88	27.13	27.70	42.29	49.61	44.60
Grade 7	2526.	2524.	2497.	16.00	20.46	8.70	21.20	19.31	18.97	31.20	24.32	28.06	31.60	35.91	44.27
Grade 8	2531.	2561.	2535.	11.42	19.29	17.24	16.93	23.23	16.86	31.50	28.35	25.67	40.16	29.13	40.23
All Grades	N/A	N/A	N/A	12.81	15.05	12.10	19.29	20.10	17.88	29.85	26.59	27.10	38.04	38.26	42.92

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	16.21	9.34	13.62	31.23	31.13	29.58	52.57	59.53	56.81
Grade 7	21.20	24.71	12.65	34.00	32.05	31.23	44.80	43.24	56.13
Grade 8	14.57	22.83	20.31	37.40	38.98	36.02	48.03	38.19	43.68
All Grades	17.31	18.96	15.68	34.21	34.03	32.46	48.48	47.01	51.86

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	13.44	7.75	12.68	39.92	39.53	42.25	46.64	52.71	45.07
Grade 7	18.80	20.08	13.04	46.40	44.40	50.59	34.80	35.52	36.36
Grade 8	16.93	24.02	21.46	41.73	49.21	39.85	41.34	26.77	38.70
All Grades	16.38	17.25	15.96	42.67	44.36	44.29	40.95	38.39	39.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	17.79	10.47	13.62	39.13	41.47	42.25	43.08	48.06	44.13
Grade 7	21.20	20.85	16.60	55.60	52.12	52.17	23.20	27.03	31.23
Grade 8	14.17	27.95	18.01	50.00	51.97	48.66	35.83	20.08	33.33
All Grades	17.70	19.71	16.23	48.22	48.51	48.01	34.08	31.78	35.76

Conclusions based on this data:

1. We see a mixed bag with increases in % Above Standard for 8th grade overall, but also an increase in % Below Standard.
2. Overall achievement posted declines over three years, with a decline in % Standard Exceeded and an increase to 42.92% Standard Not Met.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1515.7	1540.9	1512.9	1546.8	1517.9	1534.5	60	37
Grade 7	1504.6	1529.5	1494.8	1527.6	1513.9	1530.9	47	42
Grade 8	1521.4	1543.6	1514.6	1540.9	1527.6	1545.9	30	40
All Grades							137	119

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	21.67	29.73	35.00	35.14	31.67	32.43	*	2.70	60	37
7	*	21.43	34.04	30.95	31.91	35.71	*	11.90	47	42
8	*	22.50	36.67	40.00	*	22.50	*	15.00	30	40
All Grades	21.90	24.37	35.04	35.29	30.66	30.25	12.41	10.08	137	119

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	36.67	56.76	41.67	32.43	*	8.11	*	2.70	60	37
7	36.17	35.71	36.17	28.57	*	30.95	*	4.76	47	42
8	43.33	32.50	36.67	42.50	*	17.50	*	7.50	30	40
All Grades	37.96	41.18	38.69	34.45	15.33	19.33	8.03	5.04	137	119

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	8.11	23.33	21.62	30.00	54.05	33.33	16.22	60	37
7	*	7.14	27.66	28.57	25.53	40.48	38.30	23.81	47	42
8	*	7.50	*	32.50	*	30.00	*	30.00	30	40
All Grades	13.87	7.56	25.55	27.73	27.74	41.18	32.85	23.53	137	119

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	20.00	24.32	66.67	51.35	*	24.32	60	37
7	*	9.52	59.57	61.90	*	28.57	47	42
8	40.00	10.00	43.33	65.00	*	25.00	30	40
All Grades	24.82	14.29	59.12	59.66	16.06	26.05	137	119

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	63.33	72.97	31.67	24.32	*	2.70	60	37
7	59.57	52.38	27.66	38.10	*	9.52	47	42
8	66.67	65.00	*	30.00	*	5.00	30	40
All Grades	62.77	63.03	29.20	31.09	8.03	5.88	137	119

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	8.11	25.00	45.95	60.00	45.95	60	37
7	*	11.90	*	35.71	61.70	52.38	47	42
8	*	10.00	*	42.50	56.67	47.50	30	40
All Grades	17.52	10.08	22.63	41.18	59.85	48.74	137	119

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	35.14	85.00	62.16	*	2.70	60	37
7	*	9.52	70.21	85.71	*	4.76	47	42
8	*	0.00	63.33	97.50	*	2.50	30	40
All Grades	13.87	14.29	75.18	82.35	10.95	3.36	137	119

Conclusions based on this data:

1. We see gains in the Overall, Written, and Speaking Summative Assessments.
2. In the Speaking domain, we see increases in Well Developed and Somewhat/Moderately levels, with a decrease in Beginning students
3. In the Writing domain, we see increases in Well Developed and Somewhat/Moderately levels, with a decrease in Beginning students

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
765	**44.3**	**17.9**	**0.1**
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	137	17.9
Foster Youth	1	0.1
Homeless	15	2.0
Socioeconomically Disadvantaged	339	44.3
Students with Disabilities	104	13.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.1
Asian	12	1.6
Filipino	7	0.9
Hispanic	405	52.9
Two or More Races	39	5.1
Pacific Islander	1	0.1
White	299	39.1

Conclusions based on this data:

1. 44.3 % of our students are Socioeconomically Disadvantaged.
2. Our student population identified as English Learners has decreased from 20.2% to 17.9%, while our Hispanic population is the largest ethnic group at 52.9%.
3. Our population of students with disabilities is at 13.6%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Red
Mathematics  Orange		

Conclusions based on this data:

1. We are introducing a Reading Intervention class to target students reading below grade level who are not English learners or receiving special education services.
2. Our suspension rate is in the red, and we are addressing this with our Alternatives to Suspension program
3. The district has a new absence tracking program (Attention 2 Attendance) that that allows for monitoring, targeted support for those students needing support, and greater parent involvement.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Red	 No Performance Color
16.1 points below standard	85.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.6 points	Maintained -2.8 points	1
730	281	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Orange
108.1 points below standard	69.3 points below standard	119.7 points below standard
13	Declined -7.2 points	Increased Significantly ++26.5 points
	347	97

2019 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	27.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
1		Declined Significantly -42.1 points	5
		12	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	No Performance Color	Green
58.5 points below standard	26.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	34.9 points above standard
Declined -6.4 points	Declined Significantly -23.1 points	1	Declined -3 points
392	38		281

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
118.1 points below standard	63 points below standard	28.7 points above standard
Increased Significantly ++18.8 points	Declined Significantly -17 points	Declined -11.2 points
116	165	396

Conclusions based on this data:

1. There has been a significant decline in RFEP student scores, highlighting the need for ongoing support for these students.
2. We anticipate that with the rise in scores for students with disabilities that we will pull out of ATSI status (addressed in this SPSA, Goal 2).
3. Both of our major ethnic subgroups, white and Hispanic, saw declines.

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.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	2	0	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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Red	 No Performance Color
62.7 points below standard	139.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -14.3 points	Declined Significantly -15.9 points	1
727	280	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Red	 Orange
158.2 points below standard	123.2 points below standard	176.6 points below standard
13	Declined Significantly -20.5 points	Increased Significantly ++18.8 points
	347	95

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		No Performance Color 11.8 points above standard Declined Significantly -24 points 12	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 109.1 points below standard Declined Significantly -16.1 points 391	Yellow 10.8 points below standard Declined Significantly -27.4 points 38	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Yellow 8.5 points below standard Declined -10 points 279

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
181.3 points below standard Declined -5.7 points 114	110.5 points below standard Declined Significantly -23.4 points 166	11.1 points below standard Declined -13.2 points 394

Conclusions based on this data:

1. The trend of decline continues for all subgroups except students with disabilties.
2. We anticipate that with the rise in scores for students with disabilities that we will pull out of ATSI status (addressed in this SPSA, Goal 2).
3. Reclassified students declined the most of any large subgroup.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
58 making progress towards English language proficiency
Number of EL Students: 112
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18	29	3	62

Conclusions based on this data:

1. There is a strong trend towards progress, with 62 out of 112 progressing at least one ELPI level.
2. As more students are reclassified, the remaining students may demonstrate barriers that will clarify where targeted support will be administered to assist them.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	4	1	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Orange	 No Performance Color
8	11.9	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.4	Maintained -0.2	1
773	151	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color	 Yellow	 Yellow
11.8	10.6	11.3
Increased +3.4	Declined -0.7	Declined -2.2
17	360	106

2019 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	Less than 11 Students - Data Not Displayed for Privacy
1	0	Maintained 0	8
		12	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Yellow	No Performance Color	Yellow
8.3	2.6	Less than 11 Students - Data Not Displayed for Privacy	8.6
Declined -1.6	Increased +2.6	1	Maintained +0.4
409	39		303

Conclusions based on this data:

1. English Learners have the highest percentage of chronic absences.
2. Asian students have zero percent chronic absenteeism.
3. The use of Attention 2 Attendance will reveal data in order to target areas of concern with attendance.

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
4	2	0	0	0

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Red	 Red	 No Performance Color
9	17.2	Less than 11 Students - Data Not 1
Increased Significantly +5.4	Increased Significantly +10.4	
777	151	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Red	 Red
17.6	12.5	15.1
Increased +9.3	Increased Significantly +8.8	Increased +4.9
17	361	106

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color		 No Performance Color	 No Performance Color
Less than 11 Students - Data 1		8.3 Increased +8.3 12	Less than 11 Students - Data 8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red	 Orange	 No Performance Color	 Orange
11.7 Increased Significantly +7.6 410	7.7 Increased +7.7 39	Less than 11 Students - Data 1	5.9 Increased +2.3 306

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.6	9

Conclusions based on this data:

1. The suspension rate for all students was 9%, an increase of 5.4%. We hope to change this with the Alternatives to Suspension program.
2. The highest suspension rate at 15.1% was noted for students with disabilities, and increase of 4.9% from 10.2%
3. The Hispanic subgroup suspension rate increased the largest amount for a major subgroup at 7.6%

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Literacy and Core Improvement (ELA and Math), Reclassification for EL Students

LEA/LCAP Goal

Goal 1 - Literacy and the Reclassification of English Language Learners: 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 Learner students. (State Priorities 1, 2, 4, 7, and 8)

Goal 1

Increase ELA and Math scores for English Learner students while continuing to make progress on reclassification.

Identified Need

English Learners

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification of students	53 students were reclassified in 2017 - 2018 37 in 2018 - 2019, 32 in 2019-20	Reclassification percentage hit a high point in 2017-18 at 30%. Most years it has been under 10 %. 2015-16: 5.6% 2016-17 11.5% 2017-18: 30.3% 2018-19: 4.84% 2019-20: 21.6% (unofficial) Considering the new ELPAC 4 requirement for reclassification, the expected outcome is 10% for 2020-21.
Increase in ELA CAASPP scores for EL students	From the California School Dashboard: 2017: English learners scored 79.8 points below standard, a 6.9 point decline from the previous year. 2018: English learners scored 82.7 points below standard, a 2.9 point decrease (maintenance) from 2017. 2019: English learners scored 85.8 points below standard, a	There has been a general decline in scores for the last two years in ELA. Expected outcome: an increase in the next testing year of 3 points to 82.8 points below standard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2.8 point decrease (maintenance) from 2018.	
Increase in Math CAASPP scores for EL students	From the California School Dashboard: 2017: English learners scored 123.2 points below standard, a 8.7 point decline from the previous year. 2018: English learners scored 123.7 points below standard, a 0.5 point decrease (maintenance) from 2017. 2019: English learners scored 139.3 points below standard, a 15.9 point decrease from 2018.	The trend has been downward, with scores dropping from 123.2 points below in 2017 to 139.3 point below in 2019, with the most significant drop in the last year: 15.9 point decrease. Expected outcome: recover 5 points to 134.3 points below standard.
Increase in students who achieve a 4 on the ELPAC, now required for reclassification	No EL students have achieved a 4 on the ELPAC since 2016-17	10% of Cunha EL students will get a 4 on the ELPAC

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Implement the Cabrillo Unified School District Language Master Plan, beginning with 6th grade

This Master Plan for English Learners outlines the District's plan for supporting full English proficiency and academic achievement of all English learners. The plan sets established guidelines to ensure English Learners meet the English Language Development standards and state content standards for academic achievement. The program options outlined in this plan best utilize our district's resources and expertise of how to educate all students, including those in the process of learning a new language.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

5500	Title III 1000-1999: Certificated Personnel Salaries Provide hours for ELD curriculum development of new Language Pathway

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and At-Risk Students

Strategy/Activity

Continue Academic Dean Services

The Academic Dean assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students. Develops and codifies the schools process and procedures that are to be followed in order to help these students succeed.

The Dean assists in the development, implementation, and evaluation of intervention programs that address the needs of ELD students. Develops and codifies the schools process and procedures that are to be followed in order to help these students succeed.

Budget cuts at the district level threatened the continuation of the Dean position. The Cabrillo Education Foundation stepped in to pay for a cut section (1 of 3).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I 5800: Professional/Consulting Services And Operating Expenditures Support the Academic Dean position for academic support and reclassification
20,000	Foundation 1000-1999: Certificated Personnel Salaries Additional (3rd) Dean section paid for by Cabrillo Education Fund
40000	District Funded 1000-1999: Certificated Personnel Salaries 2 Dean sections

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Supplementary ELD Curriculum and Materials, including iReady

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
450	Title III 4000-4999: Books And Supplies Purchase supplementary curriculum and materials, beyond those provided by the District, to increase the literacy skills of English Learners
5600	Title I 4000-4999: Books And Supplies Renewal and implementation of i-Ready curriculum

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide supplementary materials and analytical tools for EL students in math

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title III 4000-4999: Books And Supplies Purchase analytical tools and supplementary materials to help EL students learn the language requirements necessary success in math: iReady for math

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

ELD sections in 2017-18: 9 ELD sections in 2018-19: 5 The opposite result from the strategy was true. ELD sections declined from 9 to 5 sections. AVID Excel was implemented across the ELD curriculum. AVID EXCEL curriculum, books, and suppplies were purchased for 2018-19, and the iReady curriculum for ELA was purchased and implemented and is used currently. We continue to benefit from Dean services, although no money was spent from 5800. Homework Club continues to be available for struggling students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

AVID Excel was not continued in 2019-20 as it was determined by CUSD not to be an appropriate ELD curriculum

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 main change is a return to the Mirrors and Windows ELA curriculum. Both state and district policy have changed in regards to reclassification, requiring higher overall ELPAC scores. Some students may receive ELD services outside of an ELD class. Changes in strategies and outcomes are detailed in the Goal1 section and below:

Baseline: 54 students were reclassified in 2017 - 2018 / Expected Outcomes: 25 students reclassified in 2018-19. Actual outcomes: 32 ELD students were reclassified
Goal: By 6/19 ELD students raise 1 grade level per iReady
Goal: By 6/19 ELD 3-5 students raise 1.5 grade level per iReady

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

College and Career Readiness: Students with Disabilities

LEA/LCAP Goal

Goal 2: College and Career Readiness: Increase the percentage of students who are engaged in curriculum that prepares them to be college and career ready. (State Priorities 2, 4, 7, and 8)

Goal 2

Increase resources, programs, and supports for students with disabilities, as part of ATSI status for Cunha, to increase both test scores and readiness for high school and beyond

Identified Need

The performance of students with disabilities declined two years in a row in CAASPP ELA and Math. In 2016-17 Students with Disabilities scored 125.4 points below standard in ELA, a decline of 9.5 points, and 175.6 points below standard in Math, a drop of 16.3 points.
In 2017-18 Students with Disabilities scored 137.7 points below standard in ELA, a decline of 12.3 points, and 191.8 points below standard in Math, a drop of 16.2 points.T
his consistent underperforming caused the state to place Cunha Intermediate in ATSI (Additional Targeted Support and Improvement) status which requires us to identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school plan.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASP for Students with Disabilities	In 2019 (2018-19 school year), Students with disabilities scored 119.7 points below standard in ELA, an increase of 26.5 points.	The improvement in CAASPP ELA scores for students with disabilities is encouraging, and based on the 2019 scores a modest goal would be an increase of 10 points in the next testing year.
Math CAASPP for Students with Disabilities	In 2019 (2018-19 school year), Students with disabilities scored 176.6 points below standard in Math, an increase of 18.8 points.	The improvement in CAASPP Math scores for students with disabilities is encouraging, and based on the 2019 scores a modest goal would be an increase of 10 points in the next testing year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Adopt the use of Mindprint for special education.

Mindprint is an online, one hour scientifically valid cognitive battery developed at the University of Pennsylvania Perelman School of Medicine. Mindprint identifies areas of giftedness, learning challenges and cognitive strengths so parents and educational specialists can effectively support each child in school and beyond. Specific recommendations are provided to improve homework efficiency, test performance and learning engagement.

Mindprint assesses the following 10 skills and provides supports for additional cognitive skills and all academic skills:

Reasoning: Abstract, Verbal, Spatial
Executive Functions: Attention, Working Memory, Flexible Thinking
Memory: Verbal, Visual
Speed: Processing, Visual Motor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
900.00	Special Education 4000-4999: Books And Supplies From the CUSD Special Education budget

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Provide ELA/Reading and Math intervention supplemental instructional materials.

Wilson Reading Program-Just Words: a highly explicit, multisensory decoding and spelling program for students in grades 4–12 who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention.

ALEKS: Assessment and LEarning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the

student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained.

Learning Ally: The Learning Ally Audiobook Solution is a multi-sensory reading accommodation for students who struggle to read due to a reading deficit, granting them access to the books they want to read—and the books they need to read—in an easy-to-absorb format.

These programs are used as part of efficacious teaching strategies both Math and ELA, and test preparation. Our plan is that the use of these materials will increase student performance, and we are seeing improvements in the CAASPP scores: a measurable improvement in ELA and a statistically insignificant drop in Math (a great improvement from the 16.2 point drop the previous year).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Special Education 4000-4999: Books And Supplies Supplementary materials and supplies from CUSD special Education budget

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Co-taught classrooms for core subjects. Teachers design curriculum to meet the needs of all learners and promote inclusion. Research suggests that students who are fully included perform higher than peers in self contained classrooms.

An exciting change to Cunha's special education practice is full co-teaching of classes in which a special education teacher is embedded in a classroom with a general education teacher. Both teachers share the planning, organization, delivery, and assessment of instruction. Students with disabilities are assigned to the class and access the standard curriculum, with assistance from both teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Site Formula Funds

	5800: Professional/Consulting Services And Operating Expenditures Professional learning for co-teaching

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilites

Strategy/Activity

Supplemental Materials for Special Education Classes: additional funds for materials teachers need to supplement their instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	District Funded 4000-4999: Books And Supplies Supplemental materials for Special Education classes designed to increase student achievement and access to the curriculum.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Support and Communication for disadvantaged students and families

LEA/LCAP Goal

Goal 3 - Parent Engagement: Implement a stakeholder communication plan to support parental involvement and regular updates. (State Priority 3)

Goal 3

Increase support for students of disadvantaged communities by increasing parent communication and engagement, and support educational initiatives for struggling students not otherwise served by special education or English Learner programs.

Identified Need

Cunha Intermediate and the Cabrillo Unified School District have been identified as being Significantly Disproportionate in terms of Latino students with Specific Learning Disabilities. As a result we are mandated to use 15% of our IDEA funds for General Education intervention. AVID continues to be district priority to increase academic skills and support students aspiring to attend four year colleges. Our ELAC contacts have also relayed community need for more personal Spanish-speaking information sessions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Added Spanish Sessions for Back to School Night and 5th Grade Parents Night	Currently only translation devices are used with a simultaneous translation in these events.	Sessions for Back to School Night and 5th Grade Parents Night held
Conferences redesigned to focus on at-risk students	Conferences are currently set up for all students and families.	Conferences will be held to focus on at-risk students
AVID class participation increase	AVID at Cunha has only two classes, AVID 6 and AVID 7/8	By the 2021-22 School year fill 3 grade level AVID classes
ELAC representation on the Parent Teacher Organization	The PTO has a Spanish-speaking bilingual liaison but no native Spanish speaking parent on the board.	Work with PTO and ELAC to coordinate communication and place a representative on the PTO board
Reading Intervention Class brings enrolled students to grade level (up a grade level per quarter session)	We have no reading specialists who serve students who neither have IEPs nor are English Learners.	Run a Reading Intervention class for 6th grade wheel for the 2020-21 school year; students enrolled move up a grade level in reading with each quarter session.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students from Spanish-Speaking households and public housing communities

Strategy/Activity

Spanish-Speaking Back to School Night and 5th Grade Parents' Night sessions

Design Sessions at both events in Spanish for parents to access the presentations and question and answer sessions. Outreach will be conducted through the liaisons to reach families personally as necessary, coordinated with the elementary schools in the case of 5th grade parent night. Both site and off-site liaisons and hired translators will be brought in to make sure that all materials are translated, presentations conducted in Spanish, and interpreters available to assist in communications between staff and parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 5000-5999: Services And Other Operating Expenditures Provide sufficient translators and Spanish-speaking staff to run both the programmatic part of the event and question and answer sessions.
50	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified Tabling materials, refreshments

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-Risk Students

Strategy/Activity

At-Risk Student Parent Conferences

With School Loop now used to publish grades, there is less value in an all-student format for conferences. This gives the site an opportunity to meet and work closely with our at-risk students identified by teachers, counselors, and the Academic Dean. Translation/interpretation services will be provided

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Title I 5800: Professional/Consulting Services And Operating Expenditures Provide additional translation services and interpretation
200	Title I 5000-5999: Services And Other Operating Expenditures Organization, creation and presentation of information for families

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students recommended through counseling or from families who are aspiring first generation four-year college students

Strategy/Activity

Expand AVID elective classes to three full grade levels

AVID (Advancement Via Individual Determination) is a program designed to close the opportunity gap in college graduation rates among diverse and underrepresented demographic groups. AVID strategies include inquiry-based and student-centric instruction, organization, and accountability.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified Funding for AVID field trip
3000	Title I 1000-1999: Certificated Personnel Salaries Summer AVID training for AVID teachers

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who are below grade level in reading who are not English Learners nor qualify for special education services

Strategy/Activity

Reading Intervention Class

Students transitioning from 5th grade, who are not English Learners nor qualify for special education services, are identified by Reading specialists at the elementary level. Those students are placed in a Reading Intervention class that is part of the 6th grade wheel elective cycle. In a small class size setting they will receive intensive reading intervention designed to raise them to grade level.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20000	Other 1000-1999: Certificated Personnel Salaries Funds from Significant Disproportionality state grant, amount and dispersement TBA

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Behavior improvement, Multi-tiered Systems of Support

LEA/LCAP Goal

Goal 4 - Safety and School Climate: Create a positive school climate where students feel safe and supported. (State Priorities 5 and 6)

Goal 4

Focus on behavior improvement and school readiness through MTSS, Alternatives to Suspension, Restorative Justice, and Bullying Prevention

Identified Need

Cunha has experienced high rates of cannabis and nicotine vape use. Bullying has become a serious issue both in terms of student reports and discipline, as well as community perception. We also noted an increase in fights between students who are part of cliques in conflict, both boy groups and girl groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions for Alcohol, Tobacco and Other Drugs (ATOD) offenses	12 drug/alcohol/tobacco suspensions in 2017-18 out of 18 events, a rate of 66%. 20 drug/alcohol/tobacco suspensions in 2018-19 out of 26 events, a rate of 77%. 10 drug/alcohol/tobacco suspensions in 2019-20 (3 quarters due to COVID-19 closure) out of 31 events, a rate of 32%.	With the implementation of Alternatives to Suspension for ATOD in the 2019-20 school year, there was a drop in suspensions for those type of offenses, and those suspended were repeat offenders or selling/distributing. Expected outcome: continuing at 10 or fewer suspensions for ATOD for 4 quarters and meeting or lowering an ATOD suspension rate of 32%.
Referrals for bullying	7 bullying referrals in 2017-18. 15 bullying referrals in 2018-19. 32 bullying referrals in 2019-20 (3 quarters due to COVID-19 closure).	The number of bullying referrals have gone up over the past three years according to Infinite Campus reports. However, we have made a push to document and label more incidents as bullying and enter them into the disciplinary record. That said, bullying is perceived to be increasing.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Expected outcome: with new, funded bullying initiatives in place and restorative justice circles made a part of the disciplinary process, we would expect to see a 50% drop in bullying referrals for 2020-21, at 16 or fewer.
Referrals for causing, attempting, or threatening to cause physical injury	63 referrals in 2017-18. 55 referrals in 2018-19. 58 referrals in 2019-20 (3 quarters due to COVID-19 closure).	While numbers of referrals have dropped since 2017-18, the number is higher in 2019-20 than 2018-19 even with only three quarters in the school year. That number could be extrapolated to 77 if we had completed the school year: the highest yet. With initiatives in place to teach and solve conflict appropriately, such as Restorative Justice circles, the expected outcome would be 55 referrals or fewer in 2020-21.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students referred for Alcohol, Tobacco and Other Drugs (ATOD) offenses

Strategy/Activity

Alternatives to Suspension (ATS) for Alcohol, Tobacco and Other Drugs (ATOD), and prevention programs

Rationale for ATS: Suspending kids is very unproductive for academics, and some kids get suspended on purpose to get out of work or away from something they do not want to cope or deal with. Suspensions are not an effective deterrent for many kids, who do not see it as a significant consequence or negative stimulus. Therefore providing alternatives to suspensions can be much more effective in getting students' behavior to change.

For Cunha ATS, parent/student agree to three (3) 2-hour sessions of group counseling in lieu of suspension. Counseling make use of evidence-based practice and the most recent research related to
supporting our youth. This would incorporate aspects of effective programs such as Stanford's Tobacco Prevention Toolkit, Project Alert, and restorative justice procedures.The objectives are to empower students with psycho-education, with self-and socio-cultural understanding, to foster

ambivalence around substance usage, and to provide tools for successful navigation of this period of their lives.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23680	Tobacco-Use Prevention Education 5000-5999: Services And Other Operating Expenditures Using the TUPE Health Disparities Grant to pay for ATOD counseling sessions over three years: 2019-20, 2020-21, 2021-22 (split between Half Moon Bay HS and Cunha).
40000	Tobacco-Use Prevention Education 1000-1999: Certificated Personnel Salaries Using the TUPE Health Disparities grant to pay for a TUPE Disparities Grant coordinator over three years: 2019-20, 2020-21, 2021-22 (split between Half Moon Bay HS and Cunha).
5000	Tobacco-Use Prevention Education 2000-2999: Classified Personnel Salaries Using the TUPE Health Disparities grant to pay for a TUPE Disparities Grant Administrator over three years: 2019-20, 2020-21, 2021-22 (split between Half Moon Bay HS and Cunha).

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students referred as offenders, victims, or participants in bullying or causing, attempting to cause, or threatening to cause physical injury.

Strategy/Activity

Continue and expand the use of Restorative Justice Circles

Restorative justice is a theory of justice that focuses on mediation and agreement rather than punishment. Offenders must accept responsibility for harm and make restitution with victims. Restorative justice allows the impacted parties to talk about what happened, how they are feeling about it now, the impact it had on everyone, and ultimately what can be done to make it as right as possible. The restorative approach can help school communities avoid the need for exclusionary discipline and reduce repeated offenses.

The purpose of adopting restorative justice at Cunha is to break the cycle of conflict and violence between individual students and groups/cliques.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Training for counselors and other staff to learn to run Restorative Justice circles
9000	Title I 4000-4999: Books And Supplies Materials and supplies for Restorative Justice work

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Bullying Prevention Programs

With Bullying both increasing both as referenced by referrals to discipline and in public perception, Cunha Intermediate and the PTO used the Coastside Gives fundraising event to raise money to pay for effective anti-bullying programs. We will research and work with expert agencies to bring programs to Cunha in the 2020-21 school year and beyond.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5800: Professional/Consulting Services And Operating Expenditures Bullying prevention programs

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$200,580.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$24,000.00
Title III	$6,950.00

Subtotal of additional federal funds included for this school: $30,950.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$41,000.00
Foundation	$20,000.00
Other	$20,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$13,050.00
Site Formula Funds	$4,000.00
Special Education	$2,900.00
Tobacco-Use Prevention Education	$68,680.00

Subtotal of state or local funds included for this school: $169,630.00

Total of federal, state, and/or local funds for this school: $200,580.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	40855.40	16,855.40
Title III	15248.00	8,298.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	41,000.00
Foundation	20,000.00
Other	20,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	13,050.00
Site Formula Funds	4,000.00
Special Education	2,900.00
Title I	24,000.00
Title III	6,950.00
Tobacco-Use Prevention Education	68,680.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	128,500.00
2000-2999: Classified Personnel Salaries	5,000.00
4000-4999: Books And Supplies	19,950.00
5000-5999: Services And Other Operating Expenditures	24,880.00
5800: Professional/Consulting Services And Operating Expenditures	19,200.00
None Specified	3,050.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	40,000.00
4000-4999: Books And Supplies	District Funded	1,000.00
1000-1999: Certificated Personnel Salaries	Foundation	20,000.00
1000-1999: Certificated Personnel Salaries	Other	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	10,000.00
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	3,050.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	4,000.00
4000-4999: Books And Supplies	Special Education	2,900.00
1000-1999: Certificated Personnel Salaries	Title I	3,000.00
4000-4999: Books And Supplies	Title I	14,600.00
5000-5999: Services And Other Operating Expenditures	Title I	1,200.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,200.00
1000-1999: Certificated Personnel Salaries	Title III	5,500.00
4000-4999: Books And Supplies	Title III	1,450.00
1000-1999: Certificated Personnel Salaries	Tobacco-Use Prevention Education	40,000.00
2000-2999: Classified Personnel Salaries	Tobacco-Use Prevention Education	5,000.00
5000-5999: Services And Other Operating Expenditures	Tobacco-Use Prevention Education	23,680.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	77,550.00
Goal 2	5,900.00
Goal 3	27,450.00

Goal 4	89,680.00

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

1 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
James Barnes	Principal
Maria Portello-Swagel	Classroom Teacher
Ben Bartel	Other School Staff
Erin Hosilyk	Parent or Community Member
Lisa Zanette	Parent or Community Member
Josephine Loft (3rd & 4th Quarter)	Secondary Student
Mia Ferdinand (1st & 2nd Quarter)	Secondary Student

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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

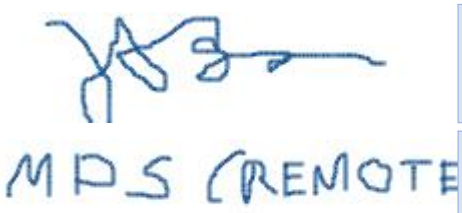
Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 13, 2020.

Attested:



Principal, James A. Barnes on May 13, 2020

SSC Chairperson, Maria Portello-Swagel on May 13, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Half Moon Bay High School	41688904132817	May 18, 2020	May 27, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Resource inequities are reflected in data analysis to include:
a need to support structured literacy for students performing below standard, support for student engagement and social and emotional needs of referred students, support for student literacy to include supplemental support for English Learners, and attention to climate regarding attendance and suspension. These areas are defined as areas of need in the CA Accountability Dashboard and will address both state and local indicators.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

During the 2017-2018 school year, teachers were surveyed about our Super Tuesday Professional Development days and if the intended outcomes were accomplished. Overall, the response to the peer conducted workshops related to AVID and instructional practices for reading for understanding were favorable.

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

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

Classroom Observations

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

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Meet requirements.

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

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

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

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

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

Each department chairperson guides their department and leads the individual department goals. The HS administration supports professional development for teachers through the use of site funds and with the support of the PTO.

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

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

Teaching and Learning

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

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

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

Not Applicable.

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

Not Applicable.

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

In Compliance with ESEA

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

ELAC, DELAC, Migrant Program, Community Liaison, Health and Wellness committee and after school tutoring program in the school library.

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

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

Funding

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

Recommendations for the allocation of Title III funds are for the following:
Title I
Supplies and Materials for ELD and SDAIE classes;
Conference fees for instructor professional development;
Field Trips to colleges, universities, trade schools, and businesses.
All of the above is in addition to what is in the LCAP and being funded by LCFF such as AVID, Achieve 3000, Edgenunity credit recovery, 3 sections of ELD and summer school.

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.2%	0.40%	0.2%	2	4	2
African American	0.6%	0.50%	0.3%	6	5	3
Asian	1.6%	1.41%	1.5%	16	14	15
Filipino	1.2%	1.41%	1.6%	12	14	16
Hispanic/Latino	47.6%	49.35%	50.75%	474	491	508
Pacific Islander	%	0.10%	0.1%		1	1
White	46.3%	44.02%	41.76%	461	438	418
Multiple/No Response	0.1%	0.30%	0.4%	1	3	4
			Total Enrollment	995	995	1,001

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	253	260	275
Grade 10	235	254	250
Grade 11	259	229	253
Grade 12	248	252	223
Total Enrollment	995	995	1,001

Conclusions based on this data:

1. The Hispanic/Latino subgroup has gradually increased to become our largest population as of the 2016-17 school year.
2. Our total enrollment numbers are stable, hovering a little above 1000 students.
3. This year's senior class was about 40 larger in size than the previous year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	131	95	77	13.2%	9.5%	7.7%
Fluent English Proficient (FEP)	305	355	387	30.7%	35.7%	38.7%
Reclassified Fluent English Proficient (RFEP)	41	61	35	24.6%	46.6%	36.8%

Conclusions based on this data:

1. Our EL numbers have dropped significantly over the past three years, from 16.4% to 9.5% to 7.7% this year, and our numbers of reclassified students have decreased from 46.6% to 36.% this year.
2. Both the Cabrillo USD and Half Moon Bay HS have made a serious effort to help our EL population gain the skills they need to be reclassified.
3. We have increased ELD courses for all EL students, along with SDAIE English classes. We have added an ELD department chair, and have provided extensive professional development in aligning Common Core State Standards, ELD standards, and AVID instructional strategies for all teaching staff. In the summer, the district's Jump Start program has afforded EL students great success in becoming reclassified English proficient.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	252	221	249	234	209	238	234	208	238	92.9	94.6	95.6
All	252	221	249	234	209	238	234	208	238	92.9	94.6	95.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2590.	2607.	2594.	23.08	31.25	26.89	34.19	29.81	30.25	21.70	17.79	19.75	20.94	21.15	23.11
All Grades	N/A	N/A	N/A	23.08	31.25	26.89	34.19	29.81	30.25	21.70	17.79	19.75	20.94	21.15	23.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	31.62	39.90	33.19	44.02	38.46	39.08	24.36	21.63	27.73
All Grades	31.62	39.90	33.19	44.02	38.46	39.08	24.36	21.63	27.73

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	29.49	34.63	35.71	38.89	37.56	45.38	31.62	27.80	18.91
All Grades	29.49	34.63	35.71	38.89	37.56	45.38	31.62	27.80	18.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	28.63	29.95	25.21	55.98	57.00	56.30	15.38	13.04	18.49
All Grades	28.63	29.95	25.21	55.98	57.00	56.30	15.38	13.04	18.49

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	29.91	39.61	31.93	49.15	41.06	42.86	20.94	19.32	25.21
All Grades	29.91	39.61	31.93	49.15	41.06	42.86	20.94	19.32	25.21

Conclusions based on this data:

1. In high school, only 11th grade students are tested, so we do not see cohort data. We only get a snapshot of each class moving through.
2. Our percentage of students taking the exam is stable and increasing slightly, with last year's percentage at 95.6%.
3. We are saw a slight decrease in overall achievement in ELA, with 26.89% exceeding standard, and decreases in Reading, Writing, Listening, and particularly in Research//Inquiry, moving from 39.61% to 33.19%. Also, below standard numbers for each claim have slightly increased this year.
   We conclude that our score improvements generally over the years are a result from our messaging that this test is serious, and can help with CSU acceptance. In addition, the teachers continue to adopt and improve Common Core curriculum and instruction, which is evidenced particularly by the increase in the Research//Inquiry scores.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	252	221	249	233	209	239	233	209	239	92.5	94.6	96
All	252	221	249	233	209	239	233	209	239	92.5	94.6	96

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2576.	2600.	2577.	15.45	22.49	21.34	22.75	21.53	15.48	21.03	22.97	20.08	40.77	33.01	43.10
All Grades	N/A	N/A	N/A	15.45	22.49	21.34	22.75	21.53	15.48	21.03	22.97	20.08	40.77	33.01	43.10

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	26.61	35.89	27.62	26.18	22.49	23.43	47.21	41.63	48.95
All Grades	26.61	35.89	27.62	26.18	22.49	23.43	47.21	41.63	48.95

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	17.60	22.01	21.76	42.92	42.11	40.17	39.48	35.89	38.08
All Grades	17.60	22.01	21.76	42.92	42.11	40.17	39.48	35.89	38.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	20.60	24.88	26.36	55.36	51.20	43.51	24.03	23.92	30.13
All Grades	20.60	24.88	26.36	55.36	51.20	43.51	24.03	23.92	30.13

Conclusions based on this data:

1. We had an almost 18% increase in Math CAASPP participation rate from 2014-2015
2. We had an overall slight decrease in crease in math standards met or exceeded

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1541.3	1542.2	1549.5	1549.2	1532.4	1534.8	18	21
Grade 10	1506.8	*	1509.3	*	1503.8	*	15	8
Grade 11	1524.6	1529.8	1514.5	1496.9	1534.1	1562.4	12	19
Grade 12	*	*	*	*	*	*	*	9
All Grades							51	57

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	14.29	*	33.33	*	33.33	*	19.05	18	21
10	*	*	*	*	*	*	*	*	15	*
11	*	0.00	*	47.37	*	21.05	*	31.58	12	19
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	7.02	37.25	43.86	25.49	26.32	*	22.81	51	57

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	33.33	*	33.33	*	14.29	*	19.05	18	21
10	*	*	*	*	*	*	*	*	15	*
11	*	5.26	*	42.11	*	15.79	*	36.84	12	19
12	*	*	*	*	*	*		*	*	*
All Grades	45.10	19.30	27.45	45.61	*	12.28	*	22.81	51	57

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

9	*	0.00	*	19.05	*	38.10	*	42.86	18	21
10	*	*	*	*	*	*	*	*	15	*
11		5.26	*	21.05	*	42.11	*	31.58	12	19
12		*	*	*	*	*	*	*	*	*
All Grades	*	1.75	25.49	22.81	31.37	42.11	37.25	33.33	51	57

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
9	*	14.29	*	66.67	*	19.05	18	21
10	*	*	*	*	*	*	15	*
11	*	0.00	*	52.63	*	47.37	12	19
12	*	*	*	*	*	*	*	*
All Grades	27.45	5.26	52.94	64.91	*	29.82	51	57

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
9	61.11	71.43	*	14.29	*	14.29	18	21
10	*	*	*	*	*	*	15	*
11	*	52.63	*	21.05	*	26.32	12	19
All Grades	58.82	66.67	29.41	17.54	*	15.79	51	57

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
9	*	4.76	*	33.33	*	61.90	18	21
10	*	*	*	*	*	*	15	*
11	*	10.53	*	57.89	*	31.58	12	19
All Grades	*	5.26	37.25	49.12	52.94	45.61	51	57

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	85.71	*	14.29	18	21
10	*	*	*	*	*	*	15	*
11	*	10.53	*	73.68	*	15.79	12	19
All Grades	23.53	8.77	62.75	77.19	*	14.04	51	57

Conclusions based on this data:

1. This is only the second year ELPAC summative results are available and we saw and increase of 1% from the previous year.
2. An asterisk (*) appears on public reports to protect student privacy when 10 or fewer students had valid test scores.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1001	**44.5**	**7.7**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	77	7.7
Homeless	9	0.9
Socioeconomically Disadvantaged	445	44.5
Students with Disabilities	88	8.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.3
American Indian	2	0.2
Asian	15	1.5
Filipino	16	1.6
Hispanic	508	50.7
Two or More Races	34	3.4
Pacific Islander	1	0.1
White	418	41.8

Conclusions based on this data:

1. Out largest Student group by Race/Ethnicity is Hispanic who make up 50.7% of the student body. The only other statistically significant student group based on Race/Ethnicity is White which make up 41.8% of the students.
2. The trend that has moved Hispanic into the largest student group by Race/Ethnicity continues.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Graduation Rate**  Yellow	**Suspension Rate**  Orange
Mathematics  Yellow		
College/Career  Green		

Conclusions based on this data:

1. SUSPENSION RATE: Over the course of the past number of years, we have made significant progress reducing the Suspension rate for all reported sub-groups until this past year which has seen a slight uptick in suspensions. We conclude the primary reason for the increase in the suspension rate is due to increase in the significant rise in popularity of "vaping." The trend was witnessed across all subgroups.

   GROUPS:
   All Students: Slight increase of all students suspended by 1.3%.
   English Learners: Increased by 2.9%.
   Socioeconomically Disadvantaged: Increase of 1.6%.
   Students with Disabilities: Increase of 1%.
   Hispanic: Increase of 1%.
   White: Increase of 1.2%

2. ENGLISH LEARNER PROGRESS: We have slipped slightly from the previous year in overall English Learner Progress. However, as more students are reclassified out of the EL category, this is most likely a refection of the students who are the most in need of intensive EL instruction and progress.

   GROUPS:
   The Dashboard indicator for English Learner progress decreased this past year by 3.4%

3. GRADUATION RATE: We have made significant progress increasing the graduation rate for all reported subgroups until this past year where we have seen a slight drop.

GROUPS:
All Students: There was a slight decrease in the overall graduation rate by 3.2%, yet the overall graduation rate is at 93.6%.
English Learners: The graduation rate for this subgroup of students has "Declined Significantly" - with a 12.7% decline
Socioeconomically Disadvantaged: Decreased by 8.1%.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	0	0	1

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Red	 No Performance Color
13.3 points above standard	125.6 points below standard	0 Students
Declined -9.7 points	Declined -3.4 points	
236	49	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Red	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	52.5 points below standard	81 points below standard
2	Declined Significantly -17.9 points	Increased Significantly ++38.5 points
	114	24

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 44.8 points below standard Declined Significantly -19.4 points 128	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 Blue 84.7 points above standard Increased Significantly ++32.2 points 96

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
156.8 points below standard	106.2 points below standard	74 points above standard
Declined -13.6 points	Increased ++4.6 points	Increased ++10.7 points
19	30	115

Conclusions based on this data:

1. Does not apply: grades 3 - 8 only
2. While increases continue in the English only and Reclassified English Learners, there has been a decrease in the performance of the Current English Learners. We believe this is due once again to the the fact that now we have reclassified more of our English Learners, the Current English Learner population needs the most significant support to boost their performance.
3. We are heartened by the significant increase by the Students with Disabilities subgroup in all areas. We feel this is due to increased number of Special Education Teachers and more co-taught classes.

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.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	0	1	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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Red	
48.2 points below standard	189.3 points below standard	
Declined Significantly -21.3 points	Declined Significantly -32.5 points	
236	49	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	111.4 points below standard	162.9 points below standard
2	Declined -13.2 points	Increased Significantly ++18.6 points
	114	24

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 110.4 points below standard Declined Significantly -21.5 points 128	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 Green 23.3 points above standard Increased ++9.4 points 96

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
182.2 points below standard	194 points below standard	11.9 points above standard
Declined -6.7 points	Declined Significantly -46.9 points	Declined -10.7 points
19	30	115

Conclusions based on this data:

1. Does not apply: grades 3 - 8 only
2. While increases continue in the English only and Reclassified English Learners, there has been a decrease in the performance of the Current English Learners. We believe this is due once again to the the fact that now we have reclassified more of our English Learners, the Current English Learner population needs the most significant support to boost their performance.
3. We are heartened by the significant increase by the Students with Disabilities subgroup in all areas. We feel this is due to increased number of Special Education Teachers and more co-taught classes.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
50 making progress towards English language proficiency
Number of EL Students: 50
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11	14	1	24

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
College/Career

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.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	1	1	0

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Green	 Red	 No Performance Color
52.3	5.9	Less than 11 Students - Data Not Displayed for Privacy
Increased +3.9	Declined -4.1	1
218	34	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color	 Orange	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	30	0
6	Maintained +0.8	Declined Significantly -9.1
	100	19

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 32 Increased +3.7 97	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 Green 66.7 Increased +4.4 105

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	48.4 **Prepared**	52.3 **Prepared**
Approaching Prepared	16.8 **Approaching Prepared**	16.1 **Approaching Prepared**
Not Prepared	34.8 **Not Prepared**	31.7 **Not Prepared**

Conclusions based on this data:

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

School and Student Performance Data

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	0

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
		
Yellow	Orange	No Performance Color
93.6	82.4	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.2	Declined -12.7	1
218	34	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	90	79
6	Declined -8.1	Declined -12
	100	19

2019 Fall Dashboard Graduation 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 Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1		3	4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
91.8	Less than 11 Students - Data Not Displayed for Privacy	0 Students	94.3
Declined -5.4	8		Declined -1.9
97			105

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.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
96.8	93.6

Conclusions based on this data:

1. An increase in our AVID program, along with consistently supporting many staff members to attend the AVID summer training is helping us better support our students. Strong AVID practices are in place in almost every classroom as AVID trained teachers have done some workshops on making sure all teachers can use at least some strong AVID practices.
2. An increase in early interventions and support from the counselors on identify struggling students and then giving them and their families extra attention and focus.
3. An increase in "Credit Recovery" courses offered both during the course of the school year in addition to Summer School has allowed students to recover their credits. Also, we have two adult expert (Ph.d. Chemistry, Masters - Computer Science - who voluntarily tutor for free at lunch twice a week. Also, we have student tutors and have after school "homework" club.

School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	0	0	0

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	
4.5	6.7	
Increased +1.3	Increased +2.9	
1033	90	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Orange
7.7	4.8	5.7
13	Increased +1.6	Increased +1
	480	105

2019 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 3	Less than 11 Students - Data 3	0 Maintained 0 16	0 Maintained 0 16
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
4.8 Increased +1.5 518	5.1 Increased +1.6 39	Less than 11 Students - Data 1	4.6 Increased +1.2 437

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.2	4.5

Conclusions based on this data:

1. Despite the programs put into place over the past three years having a positive impact in all areas of reducing the suspension rate to all subgroups reported until this past year, the increase in the national level of popularity of student vaping has reversed some very positive trends.. Over the past three years, Half Moon Bay High School as implemented a series of programs and initiatives that appear to be reducing the suspension rates:

* The Positive Behavior Intervention and Supports (PBIS) program has become an integral part of the fabric of the school, however we are concerned with the long term viability of this significant program as funding for this has ended.
* The Leadership Class has developed a "Kindness Campaign"
* The creation of a student lead group who created the "One of a Kindness" campaign.
* The Peer Counselor Class where students support their peers.
* The increase in Social/Emotional Counseling available to our students, supported by the District through School Linked Services and the High School Health and Wellness Committee
* Increased focus of students on graduation and academic success.
* Creation of the "Vape Escape" team of students lead by a parent volunteer to get the word out to students that "vaping" is dangerous.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Achievement: Literacy and Reclassification

LEA/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.

Goal 1

By June 2020, increase the overall academic success of all students.

- UC/CSU Eligibility will be increase by 1%
- ELA CAASPP Proficiency Rates will increase by at least 1%

* Increasing focus on English Language Arts, and placing special emphasis upon students within the statistically under-performing subgroup of English Language Learners and our students receiving special education

services

* Using lessons based on Common Core State Standards and increased AVID strategies used in all classrooms

Identified Need

Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500	Title I 4000-4999: Books And Supplies Supplemental Materials and supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title III 4000-4999: Books And Supplies Technology

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students at Risk

Strategy/Activity

Professional Development to better support our students who are at risk

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Graduating Seniors

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Planning presentations to 9th-11th graders in the Fall of 2020-21 on the importance of a-g eligibility

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1600	Title I 5000-5999: Services And Other Operating Expenditures Purchase new technology to support student learning

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Many of the strategies and activities were implemented this pas year, however due to the physical closure of the school and move to entirely remote learning on March 13th makes the overall understanding of the achievement of these goals difficult to determine.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

College and Career Readiness

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will have some access to strong AVID strategies.

Strategy/Activity

Continue to support site wide AVID with funding for Summer Institute training for HMBHS teachers to support our students who are at risk of failing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	Title I 5800: Professional/Consulting Services And Operating Expenditures Conference Fees, Travel Fees, Teacher Supervision Fees

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

AVID Students

Strategy/Activity

Support AVID student visits to colleges and universities and give opportunities for all students for college visits, as we look to continue to support the college going culture and awareness on our campus; to support our students who are at risk of failing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Title I 5000-5999: Services And Other Operating Expenditures Supervision Fees, Travel fees, Lodging Fees

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All AVID Students

Strategy/Activity

Supplementary materials to support and facilitate instruction for AVID teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title I 4000-4999: Books And Supplies

	New materials to support AVID program

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students will have access to Chromebooks either in their classroom or at home

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Level Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Many of the strategies and activities were implemented this pas year, however due to the physical closure of the school and move to entirely remote learning on March 13th makes the overall understanding of the achievement of these goals difficult to determine.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Communication Plan to Support Parent Involvement

LEA/LCAP Goal

Implement a stakeholder communication plan to support parental involvement.

Goal 3

By March 2021, adopt an integrated communication system to inform parents, staff, and students of critical information, including in emergencies. Increase consistent information to our local media, and research and consider integrating our social media presence.

Identified Need

A more comprehensive communications system for all students, parents, staff

Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

	District Funded

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Many of the strategies and activities were implemented this past year, however due to the physical closure of the school and move to entirely remote learning on March 13th makes the overall understanding of the achievement of these goals difficult to determine.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Positive School Climate: Safe and Supported Schools

LEA/LCAP Goal

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

Goal 4

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

Identified Need

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
O", as well as community presentations		challenges they face over anxiety and depression.
Continue the work of the Health & Wellness Committee	Monthly meetings of the team and its subcommittees	Continued interest in addressing issues of concern with student wellness, through monthly meetings and implementation of recommendations.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Work with all the groups to make sure students are supported. This will be supported and paid from other funding sources.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 5000-5999: Services And Other Operating Expenditures Will provide services to the students to support their social/emotional well-being

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Many of the strategies and activities were implemented this pas year, however due to the physical closure of the school and move to entirely remote learning on March 13th makes the overall understanding of the achievement of these goals difficult to determine.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$29,100.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$27,100.00
Title III	$2,000.00

Subtotal of additional federal funds included for this school: $29,100.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $29,100.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	47591.02	20,491.02
Title III	9053.50	7,053.50

Expenditures by Funding Source

Funding Source	Amount
	0.00
None Specified	0.00
Title I	27,100.00
Title III	2,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
4000-4999: Books And Supplies	8,500.00
5000-5999: Services And Other Operating Expenditures	13,600.00
5800: Professional/Consulting Services And Operating Expenditures	7,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Title I	6,500.00

5000-5999: Services And Other Operating Expenditures	Title I	13,600.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,000.00
4000-4999: Books And Supplies	Title III	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,100.00
Goal 2	20,000.00
Goal 3	0.00
Goal 4	2,000.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

4 Secondary Students

Name of Members	Role
John Nazar	Principal
Theresa Janzen	Classroom Teacher
Cameron Tyson	Classroom Teacher
Mayra Rodriguez	Parent or Community Member
Michael Muramoto	Other School Staff
Yadira Acosta	Other School Staff Parent or Community Member
Elizabeth Squires	Parent or Community Member
Kai Guevara	Secondary Student
Kelly Bilke	Parent or Community Member
Giacomo Carter	
Cristian Alvarez-Flores	Secondary Student
Maya Bliss	Secondary Student
Julie Graff	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:

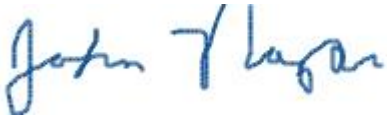
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee
	Other: High School Foundation, Health and Wellness Committee, Agriculture Boosters, Sports Boosters

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

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

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

Attested:



Principal, John Nazar on 5/16/2020

SSC Chairperson, Cristian Alvarez-Flores on 5/18/2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pilarcitos High School	41688904130027	May 8, 2020	May 27, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Resource inequities are reflected in data analysis to include:
a need to support structured literacy for students performing below standard, support for student engagement and social and emotional needs of referred students, support for student literacy to include supplemental support for English Learners, and attention to climate regarding attendance and suspension. These areas are defined as areas of need in the CA Accountability Dashboard and will address both state and local indicators.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Pilarcitos High School has a staff of 9 which includes 5 teachers, an administrative assistant, a school community relations assistant, a mental health specialist/clinical supervisor, and a principal. Informal surveys regarding student achievement, curriculum adoption, master scheduling, and school climate are held regularly at weekly staff meetings. Students are surveyed daily both individually and as a group regarding school climate, course offerings and site logistics. We survey parents regarding LCAP funding during School Site Council meetings.

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

English Language Proficiency Assessments for California (ELPAC), California Assessment of Student Performance and Progress (CAASPP), Edgenuity (online curriculum for all core subjects) student achievement data, as well as teacher assessments of student progress assist staff in modifying instruction to individual students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Status met.

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

All teachers at Pilarcitos have single subject teaching credentials. This year's staff development focuses on Restorative Justice practices.

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

Our staff development focuses on restorative practices that support students in accessing the core curriculum, which is already aligned with content standards. Staff development also tackles data, such as credits recovered and graduation rates, when assessing student performance.

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

Staff is working closely with Pivot Learning to increase their knowledge, skills, and application of restorative justice practices. Staff has also expressed an interest in a full time mental health professional on campus to support students and staff.

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

Site principal and teachers meet weekly to discuss students' academic achievements and challenges. Some focuses of our weekly collaboration have been credit recovery for our students, the bridge to college and career paths after high school, and the affect that mental health needs have on a students ability to experience success in their academics.

Teaching and Learning

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

Since adopting Edgenuity as our online curriculum, we have successfully aligned our curriculum to content and performance standards.

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

Many of the parents of Pilarcitos students are unsure of how to best support school related functions. Our goal is to create various opportunities for families to participate in a way that fits their lifestyles and strengths. We hold beginning of the year orientations, entry circles for students and parents, parent-teacher conferences, parent educational opportunities, monthly CUSD School Pantry food distribution and our annual Coyote Fest.

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

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

Funding

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

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

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our School Site Council, consisting of administrative assistant, lead teachers, parents, and student representative were meaningfully involved with the development of the SPSA. During our School Site Council Meetings in January through March of 2020, the council reviewed last year's SPSA, analyzed data from which to develop goals for the current school year, and identified actions to be taken to achieve said goals.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Currently, there are no resource inequities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	3.1%	3.33%	%	1	1	
African American	%	%	%			
Asian	%	%	%			
Filipino	%	%	%			
Hispanic/Latino	84.4%	80.00%	61.9%	27	24	26
Pacific Islander	%	%	%			
White	9.4%	13.33%	38.1%	3	4	16
Multiple/No Response	%	%	%			
			Total Enrollment	32	30	42

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 10	2	1	2
Grade 11	4	10	12
Grade 12	26	19	28
Total Enrollment	32	30	42

Conclusions based on this data:

1. Enrollment has increased from 30 students in 2017-2018 to 42 students in 2018-2019.
2. In 2018-2019, the number of Hispanic/Latino student group remained steady at 26, while the number of white students increased to 16.
3. The number of students enrolled in 11th grade increased from 10 to 12 students, and the number of students enrolled in 12th graders also increased from 19 to 28. The trend from 2017-2018 to 2018-2019 shows that students are being enrolled in their alternative education earlier in their career, but some students show signs of academic difficulty later in their high school career, particularly around 11th grade, thus being transferred to alternative education in the 12th grade.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	18	14	14	56.3%	46.7%	33.3%
Fluent English Proficient (FEP)	7	8	11	21.9%	26.7%	26.2%
Reclassified Fluent English Proficient (RFEP)		2	3	0.0%	11.1%	21.4%

Conclusions based on this data:

1. From 2017-18 to 2018-19 the percentage of English Learners decreased from 46.7% to 33.3%.
2. From 2017-18 to 2018-19 the percentage of Fluent English Proficient students decreased slightly from 26.7% to 26.2%.
3. From 2017-18 to 2018-19 the percentage of Reclassified Fluent English increased from 11.1% to 21.4%.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	12	*	*	8	*	*	8			66.7
All	*	*	12	*	*	8	*	*	8			66.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	12	*	*	8	*	*	8			66.7
All	*	*	12	*	*	8	*	*	8			66.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 10	*		*		*		*	
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	7
All Grades							14	9

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*	*	*	*	*	*	*
12		*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	14	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*		*		*	*	*
12	*	*	*	*		*	*	*	*	*
All Grades	*	*	*	*		*	*	*	14	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*	*	*	*	*	*	*
12		*	*	*	*	*		*	*	*
All Grades	*	*	*	*	*	*	*	*	14	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	14	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	78.57	*	*	*		*	14	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	14	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	85.71	*		*	14	*

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
42	**64.3**	**33.3**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	14	33.3
Homeless	2	4.8
Socioeconomically Disadvantaged	27	64.3
Students with Disabilities	12	28.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Hispanic	26	61.9
White	16	38.1

Conclusions based on this data:

1. Majority of students at Pilarcitos are socioeconomically disadvantaged.
2. English proficiency is not a determining factor of socioeconomic status at Pilarcitos.
3. Nearly a third of our student body qualifies for special education.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** No Performance Color	**Suspension Rate** Yellow
Mathematics No Performance Color		
College/Career No Performance Color		

Conclusions based on this data:

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

School and Student Performance Data

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 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 Students
7	5	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
	6	2

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 1

Conclusions based on this data:

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

School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 1

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
College/Career

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.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
		
No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Maintained 0	7	
26		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
4	Maintained 0	6
	19	

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 0 Maintained 0 17	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	0 **Prepared**	0 **Prepared**
Approaching Prepared	0 **Approaching Prepared**	3.8 **Approaching Prepared**
Not Prepared	100 **Not Prepared**	96.2 **Not Prepared**

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
		
No Performance Color	No Performance Color	No Performance Color
42.3	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Declined -17.7	7	
26		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	36.8	Less than 11 Students - Data Not Displayed for Privacy
4	Declined -22	6
	19	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 41.2 Declined -17.6 17	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

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.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
60	42.3

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.
2. The percentage of graduates who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school declined from 60 students in 2018 to 42.3 students in 2019.
3. 12th grade students in 2019 needed more time to complete graduation requirements than 12th graders in 2018.

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	0

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 No Performance Color	
5.9	6.7	
Maintained -0.1	Declined -1.3	
51	15	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Green	 No Performance Color
Less than 11 Students - Data Not	2.9	5.6
4	Declined -4.8	Maintained 0
	35	18

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 5.9 Declined -2 34			 No Performance Color 5.9 17

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	6	5.9

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.
2. Suspension rates maintained from 2018 to 2019.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Achievement: Literacy and Reclassification

LEA/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.

Goal 1

a. Increase the English Learner (EL) graduation rate by 5% by June, 2020.
b. Maintain at least a 75% graduation rate for English Only (EO) students by June, 2020.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation data	English Learners graduation rate: 82% graduated in 2018-19 English Only graduation rate: 70% graduated in 2018-19	English Learners graduation rate: at least 82% graduate in 2019-20 English Only graduation rate: at least 70% graduate in 2019-20

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Focus on establishing stronger relationships and increasing communication with students, guardians, and school by way of restorative circles and conferences. This communication will align all members of the student's team, and identify individual roles and responsibilities in supporting the student in achieving his or her academic goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Explore the connection between restorative justice, emotional intelligence and higher academic achievement through the use of restorative practices and social/emotional learning approaches in the classroom.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Focus on increasing students' independent academic resiliency, especially regarding online learning, through one-on-one coaching between teacher and student.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The staff participated in all aforementioned professional development sessions. A focus on increasing academic speech in the classroom was established and practiced. The students moved closer to proficiency, as evident through informal data collected from staff and percentage of students reclassified to English proficiency.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In the ELD curriculum adoption process, we were unsuccessful in finding ELD curriculum to fit our students' needs within the scope of our program.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

College and Career Readiness

LEA/LCAP Goal

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

Goal 2

Maintain at least a 75% rate completion in course work for the number of students actively participating in coursework and activities that strengthen college and career readiness by June 2020.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of credits earned compared with credits attempted using Edgenuity, class participation, and work experience	Fall 2019: Students successfully complete 79% of all courses taken.	June 2020: Students will successfully complete at least 82% of all courses taken.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

11th and 12th graders

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Schedule three guest speakers featuring career opportunities of high interest for students as a way to increase knowledge and awareness of trades in these fields and seek opportunities for visits and shadowing:
1. Trades Introduction Program (TIP)
2. Coastside County Water District Plant representative
3. Cosmetologist

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

12th graders

Strategy/Activity

Create an exit survey for graduating seniors to determine students' plans for college and career, and create a follow up survey for recent alumni to track their progress in post-secondary education.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Enroll each student in at least one course on our online curriculum, Edgenuity, which strengthens students' levels of independence and perseverance necessary in higher levels of education.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Administer California Career Zone interest survey to 11th and 12th grade students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase the number of students actively participating in distance learning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Calendar and facilitate Rotary and Chamber of Commerce Career Week

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All of the aforementioned activities occurred.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences, other than an exit survey for graduating seniors was not created.

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.

Due to COVID-19's distance learning, students will not participate in the Panorama survey that served as last year's metric. Instead, the number of courses in which students are enrolled will be used.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Communication Plan to Support Parent Involvement

LEA/LCAP Goal

Implement a stakeholder communication plan to support parental involvement.

Goal 3

The following three objectives were designed to support parent involvement:

1. Increase parent awareness of school activities by 2% by June 2020
2. Increase active partnerships with families in improving student attendance and academic performance by 2% by June 2020
3. Increase parent participation in shaping the direction of the school initiatives by 2% by June 2020

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019 Parent-Student-Teacher Restorative Circle Attendance Records and Fall 2019 Family Orientation Night Attendance Records	Fall 2019 Parent-Teacher Conferences = 70% attendance; Fall 2019 Family Orientation Night = 49% attendance	Fall 2019 Parent-Teacher Conferences = at least 70% attendance; Fall 2019 Family Orientation Night = at least 49% attendance
2018-19 School Site Council Membership	Four parent representatives	At least 3 parent representatives

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Construct a survey for exiting families in which they identify the school's successes and challenges in engaging their family while their child was with us.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

None of the activities/strategies suggested were implemented. This affected the achievement of the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The difficulty in successfully beginning these new strategies while maintaining on-going activities significantly affected their implementation.

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.

Due to COVID-19's distance learning, parents will not participate in the Panorama survey that served as last year's metric. Thus, the same survey cannot serve as a metric for this year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Positive School Climate: Safe and Supported Schools

LEA/LCAP Goal

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

Goal 4

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

1. Increase attendance rates by 2% by June 2020
2. Limit the number of suspensions to fewer than 5 by June 2020
3. Maintain an expulsion rate of zero percent

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019-20 attendance data	2018-19 attendance = 73.48%	2019-2020 attendance = at least 73.48%
2019-20 suspension data	2018-19 suspension rate = 4 students	2019-2020 suspension rate = 0
2019-20 expulsion data	2018-19 # of student expelled = 0	2019-2020 # of students expelled = 0

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to practice Positive Behavioral Interventions and Supports (PBIS) to complete Tier 1 PBIS implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Calendar annual ropes course field trip for all students and staff. Pilarcitos' ropes course field trip is a life-changing, social-emotional experience. Participation in the ropes course activities increases students' self-esteem and motivation, teaches positive risk-taking skills, builds on collaborative, team-building curriculum already implemented on campus, and improves academic achievement and school culture. (Postponed due to COVID-19.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 5800: Professional/Consulting Services And Operating Expenditures Ropes Course Consultant

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will participate in the Panorama survey and provide honest feedback regarding school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will participate in Pivot Learning's focus groups about school and academic climate.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Five professional development sessions will be dedicated to Restorative Justice (RJ) implementation. RJ consultant Nicodemus Ford with Pivot Learning will lead these professional development sessions. He will also train and work with staff during collaboration time and staff meetings to ensure comprehensive implementation. RJ is a set of principles and practices that help adults and young people to process and respond responsibly to conflict. Particular attention will be paid to its affect on overcoming barriers specifically in ELA, ELD, and mathematics.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to implement alternatives to suspension using restorative practices.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Ensure supports provided by School Linked Services and Pilarcitos Wellness Program are strengthened.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All strategies/activities were implemented and supported the achievement of the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were not major differences.

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

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$1,000.00

Subtotal of additional federal funds included for this school: $1,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $1,000.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	2650.08	1,650.08
Title III	1334.20	1,334.20

Expenditures by Funding Source

Funding Source	Amount
Title I	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 4	1,000.00

School Site Council Membership

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

School Principal

3 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members	Role
Suzanne Rocha	Other School Staff
Lizeth Bendana	Classroom Teacher
Dudley Hughes	Classroom Teacher
Courtney Parreira	Classroom Teacher
John McGovern	Parent or Community Member
Liz Murphy	Parent or Community Member
Olivia Prigan	Secondary Student

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/8/2020.

Attested:

	Principal, Jason Owens on 5/15/2020
verbal signature	SSC Chairperson, John McGovern on 5/14/2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

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

MEMORANDUM

MEETING DATE: May 27, 2020
TO: Members of the Governing Board
FROM: Holly Wade Ph.D., Assistant Superintendent, Educational Support Services
Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Consent
RECOMMENDATION: Approve the Certificated Personnel Report

BACKGROUND INFORMATION:

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

1. RETIREMENT

Margaret (Peggy) Rothenberg, Elementary Teacher, Farallone View Elementary School, effective June 5, 2020. Ms. Rothenberg was hired by the district on August 25, 1997.

Thea Wallach. Elementary Teacher, Farallone View Elementary School, effective June 5, 2020. Ms. Wallach was hired by the district on September 1, 2000.

FINANCIAL IMPACT

Financial impact is included in the budget.

CABRILLO UNIFIED SCHOOL DISTRICT

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GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
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Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: May 27, 2020
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Consent
RECOMMENDATION: Approve Donations to Cabrillo Unified School District

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.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

May 27, 2020 Board Meeting
Summary Site Donations

Site	Program	Donor	Amount	Site Total	Total Donations
HMBHS	Coastside Lutheran Church & Iglesia Del Mar Community Book Fair Scholarship	Coastside Lutheran Church	$2,000		
HMBHS	HMB Airports Pilots Association	Half Moon Bay Airports Pilots Association	$2,950		
HMBHS	Aaron McGregor Scholarship	Christine Maren Salon	$500		
HMBHS	Odds Fellows Scholarhip	HMB-ODD Foundation, Inc.	$5,000		
				$10,450	**$10,450**

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
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MEMORANDUM

MEETING DATE: May 27, 2020
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Consent
RECOMMENDATION: Accept Addendum to Better 4 You Meals Agreement for the 2020-21 School Year

BACKGROUND INFORMATION

Cabrillo Unified School District participates in the National School Lunch and Breakfast Program. The Food Services Department is committed to providing every student daily access to a fresh, nutritious meal that meet State and Federal Guidelines.

REPORT/PROPOSAL

On June 6, 2019 the Governing Board approved the Better 4 You Meals Services Agreement for the 2019-20 school year. The proposed addendum contains the renewal rates and fees for the delivery of vended meals under the National School and School Breakfast Program for July 1, 2020-June 30, 2021.

FINANCIAL IMPACT

Fund 13 covers food services expenses.

ADDENDUM TO AGREEMENT TO PROVIDE FOOD SERVICE

Between Better 4 You Meals, Inc. and Cabrillo Unified School District

This addendum made on **05/27/2020** between **Better 4 You Meals Inc.**, hereinafter referred to as **Better 4 You Meals** and Cabrillo Unified School District, hereinafter referred to as Cabrillo Unified School District, is created for the purpose of providing meals under the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).

1. Addendum Purpose

This addendum contains the renewal rates and fees for the delivery of vended meals under the National School Lunch and School Breakfast Program for the period beginning July 1, 2020 and ending on June 30, 2021. The terms and conditions of the original Base Year service agreement are applicable to this contract renewal.

2. Service Agreement Period

Base Year:	July 1, 2019 – June 30, 2020
1st Renewal Year:	July 1, 2020 – June 30, 2021

3. Pricing

The adjusted renewal rates do not exceed the San Francisco Area Consumer Price Index, for Food Away From Home, which is **6.3% from February 2019 to January 2020,** as published by the Bureau of Labor and Statistics[1].

Meal Type	Student Price	Staff	School Principal
Regular/Standard Breakfast	$1.80	N/A	N/A
Regular/Standard Lunch	$3.00	N/A	N/A
Sack Lunches and Shelf stable meal pricing shall remain the same as above. *If a CDE medical statement form is provided for a student needing a Physical or Mental Impairment Special Meal Accommodation listed in Addendum 4.ii.1, meals will the same price as a standard meal. Meals accommodations needed outside of those listed in Addendum 4.ii.1 will be evaluated on a individual basis, and if pricing is different than above, it will be presented to CUSD for approval prior to commencing service.			

4. Pricing Disclosures for Additional or Upgrade Options

1. All other pricing terms from original agreement shall remain for this renewal year.

[1] https://www.bls.gov/regions/west/news-release/2020/pdf/consumerpriceindex_sanfrancisco_20200311.pdf

Cabrillo Unified School District and Better 4 You Meals hereby mutually exercise the option to renew the service agreement from Base Year 2019-20.

Name & Title of SFA Representative	**Telephone Number**
J Jesús Contreras, Chief Business Officer	(650) 712-7135
Mailing Address	
498 Kelly Avenue, Half Moon Bay, CA 94019	
Signature	**Date**
Name & Title of Better 4 You Meals Representative	**Telephone Number**
Steven Holguin, Vice President of Sales & Marketing	(323) 838-5555
Mailing Address	
5743 Smithway Street, Ste 103, Commerce, CA 90040	
Signature	**Date**

SCHOOL LUNCH SERVICE CONTRACT
(STANDARD)

This agreement is made on June 9th,2019 between **Better 4 You Meals**, a California corporation with its principal place of business at370 Adrian Road, Millbrae, CA 94030 (hereinafter "B4YM") and **Cabrillo Unified School District 498 Kelly Ave, Half Moon Bay, CA 94019** whose schools are located at the following locations, (hereinafter "Client").

Cunha Intermediate School:	600 Church St. HMB, CA 94019
Farallone View Elementary School:	100 Le Conte Ave. HMB, CA 94037
Hatch Elementary School:	490 Miramontes Ave. HMB, CA 94019
El Granada Elementary School:	400 Santiago Ave. HMB, CA 94019
Kings Mountain Elementary:	211 Swett Rd, Woodside, CA 94062

RECITALS

B4YM is in the business of providing school lunch services to students and their families. Client is desirous of engaging the services of B4YM to provide a school lunch program for the benefit of Client on the terms and conditions set forth herein.

Therefore, in consideration of the mutual promises set forth below, the parties agree as follows:

AGREEMENT

1. **Term**. The term of this Agreement shall commence on June 15, 2019 and shall continue in full force and effect for until June 30, 2020 unless otherwise terminated pursuant to the termination provisions of this Agreement. Notice of intent to terminate shall be given by a party desiring to terminate this contract a minimum of sixty days (without cause) or thirty days (with cause) prior to the initial termination date or the termination date of any renewed term of this contract. Notice of intent to terminate shall be given in the manner set forth in Paragraph 16 below. Any such automatic renewal shall be subject to adjustments in pricing as agreed upon by the parties. The Pricing Grid, Exhibit B shall set the pricing for the 2019/2020 school year.

2. **Services Provided**. B4YM agrees to institute the school lunch program at the facility operated by Client and in connection therewith agrees to provide the following services:

A. Prepare and deliver to students and their parents a nutritious and diversified school lunch menu.

B. Perform such other tasks as may be reasonable and necessary as agreed upon about institution and performance of a school lunch program during the 2010/2020 school year. Service for summer requires a separate contract.

3. **Delivery, Charges and Billing**.

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A. The basic price per meal served shall be established pursuant to the Pricing Grid attached hereto and marked as Exhibit B. The prices set forth on the Pricing Grid shall be valid and shall remain in force without change for the entire term of this Agreement as set forth in Paragraph 1 above. Any deviation from the Price Grid set forth on Exhibit B hereto shall be agreed upon in writing signed by both parties.

B. All meal service ordered by Client shall be billed monthly unless otherwise agreed upon by both parties. All invoices received by Client from B4YM shall be due and payable within 30 days of issuance of the invoice. If all sums due is not received by B4YM within 45 days of the invoice date the parties agree that a service charge calculated from the date of billing at the rate of 10% per month shall be paid on all unpaid sums in addition to the amount originally invoiced. Client agrees to pay said service charge upon presentation. This paragraph shall apply to all sums owed by Client to B4YM, whether for free of charge or reduced charged meals or for any other product or service provided by B4YM to Client.

C. The Parties shall agree upon the specifics regarding the meals to be served. Attached hereto and marked as Exhibit A is a completed Meal Service Detail form. The Meal Service Detail set forth therein shall be effective during the term of this contract unless replaced upon agreement of the parties. Any deviation from the Meal Service Detail set forth on Exhibit A shall be set forth in a written agreement signed by both parties.

D. The prices set forth on Exhibit B shall include those items as agreed upon and set forth on Exhibit B. Only those specifically described items shall be offered at the price set forth. Any additional items requested shall be subject to separate charges and billing.

E. Client shall advise the B4YM staff member of any change in Client's scheduling which may impact meal delivery, including but not limited to dates of service, time of delivery and the like, a minimum of 14 calendar days in advance of any such scheduling change. If Client is not aware of scheduling changes within sufficient time to give the notice required in this paragraph, Client shall give notice of the change immediately, upon said information becoming available to Client, no later than 4 p.m. on the date that the client becomes aware of the change. B4YM shall use its best efforts to accommodate client with respect to schedule changes. If notice of a schedule change is given in an untimely manner, and B4YM is unable to cancel, Client shall pay all fees associated with any such order. Notice shall be given by email and pursuant to the provisions of Paragraph 16 below.

F. Each meal delivery shall be accompanied by an assortment of milk items in such a manner that there shall be one beverage available for everyone for whom a meal is provided. However, the beverage items shall be in the form of an assortment of the items available on each delivery date. Therefore, there can be no guarantee that everyone will receive his or her preferred beverage item on any delivery date. With respect to free of charge or reduced charge meals, it is understood that due to applicable regulations milk shall be supplied as the sole available beverage.

G. B4YM shall provide appropriate utensils, trays and condiments for use with menu items as is appropriate. A maximum of two condiment packages per meal item

Initials: SH

ordered shall be provided. Client agrees to assist B4YM to ensure that only individuals ordering meals shall use utensils and condiments provided on each delivery date.

H. If there shall be food items remaining on site after all meals ordered are served, said food items shall be returned deemed the property of the Client and shall be re-inventoried or disposed of as is appropriate.

I. If Client or any school associated with Client shall fail to confirm the quantity of items presented for distribution, B4YM shall not be responsible for shortages, it being the understanding of the parties that the final responsibility for check in and confirmation of quantity of items delivered lies with client or schools associated with client. Client shall report any shortages prior to the delivery driver leaving the delivery location.

J. Client agrees that all B4YM owned equipment necessary to provide the school lunch service shall be stored at a reasonably safe location on the school premises.

K. B4YM recognizes that school lunch programs at schools operate in different and unique ways. Client is operating a school lunch program staffed by Client staff at which B4YM provides only a "drop off" service, B4YM shall provide Client with training materials appropriate for use by staff with respect to appropriate and healthy food reheat and distribution methods.

4. **Party Representatives**.

A. Client shall designate a site contact person who shall be the primary point of contact between B4YM and Client with respect to all issues related to this contract. The initial site contact person designated by Client is **Sandra Jonaidi**, whose job title is **Food Service Administrator**. The contact information for the initial site contact person is: (650) 712-7167. Client may change the identity of the contact person pursuant to notice given as set forth in Paragraph 16 below.

B. B4YM shall designate account representatives responsible for administration of the school account. The initial B4YM account representative shall be Jonathon Diaz, Director of Operations. The contact information for the school representatives is: jdiaz@better4youmeals.com . B4YM may change the identity of the contact person pursuant to notice given as set forth in Paragraph 16 below.

C. To facilitate operation of the lunch service program and prompt and satisfactory resolution of problems, all issues of concern regarding the subject matter of this contract, including but not limited to the meal service provided, shall be reported by the Client primary contact person to the B4YM account representatives as soon as is reasonably practical under the circumstances to facilitate prompt and satisfactory resolution of issues that may arise. The primary method of communication shall be email or phone. If telephone contact is made, email contact shall follow. All issues shall be resolved, to the extent reasonably possible, using email.

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5. **Termination by Client or Better 4 You Meals**.

A. If Client desires to terminate this Agreement for the convenience of client, Client shall give a minimum of sixty days' notice (without cause) and thirty days' notice (with cause) of termination. Notice shall be given in the manner described in Paragraph 16 below.

B. If this contract is terminated by Client pursuant to the provisions of Paragraph 6.A above, Client agrees that timely notification to parents or other users of the service shall be given. Any such notification shall notify those individuals required to be notified of the termination of the service and the effective date of termination, along with such other information regarding any new service as shall be required. Any such notification shall refrain from discussing motivational reasons for termination of the service and shall advise the parents or other users that service by B4YM will continue through the date of termination unless the parties have agreed, in writing, to the contrary. In the event of termination, the parties shall cooperate, to the extent reasonably possible, with respect to transition to such other provider as may be selected by Client.

C. For the period between the receipt of notification of termination pursuant to Paragraph 6.A above, and the termination date, Client agrees that orders placed with B4YM shall continue for the duration of this contract. A minimum number of meals for delivery on each delivery date shall be established as set forth in this paragraph. The minimum number of meals shall be calculated by a determination of the average number of meals delivered by B4YM to Client on each delivery date for the sixty days preceding notice of termination.

D. If B4YM has not received payment of any charges invoiced pursuant to paragraph 3. B. within 45 days of the date of the original invoice, including payment of any applicable service charge, B4YM reserves the right, at its option, to terminate service under this contract. B4YM shall give a minimum of 5 days of notice of its election to terminate service under this paragraph.

6. **Food Quality Standards**.

A. In performing the services required under this agreement, B4YM shall comply with all applicable federal, state, county and city statutes, ordinances and regulations. In addition, B4YM shall comply with all applicable health, safety and food handling codes and regulations.

B. Client and B4YM agree that stockpiling or storage of food made available for service on any given day is inappropriate. All food should be consumed on the date of delivery (except for breakfast items which are delivered on the day prior to the date of consumption).

C. Attached hereto and marked as Exhibit A is a list of all items which shall be provided with each meal. Exhibit A includes a list of items which shall be included with standard meals and a list of items provided with each free or reduced price meal.

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7. **Field Trip Requirements.** Each customer, whether the customer be an individual student or client, shall be responsible for cancelling meal orders resulting from absence of students from the school location due to field trips. Notification for field trip lunches shall be given no later than seven business days via email. Client is responsible for notifying and clarifying to B4YM any adjustments from regular meals ordered that day. Any cancellation or change will be recorded no less than three business days in advance.

8. **Client Responsibilities.**

A. In consideration of the services provided by B4YM, Client covenants and agrees to retain B4YM as its exclusive meal service provider during each service date agreed to herein. This covenant shall not require Client to use the services of B4YM with respect to special events scheduled from time to time by Client and shall be effective only with respect to meal services for the days upon which B4YM is contracted to provide meal service. School holidays and teacher conference days are excluded from this exclusivity covenant.

B. Client shall distribute all communications regarding services from B4YM in accordance with Client's standard process of distributing communications to the families of students.

C. Client shall allow B4YM to attend and participate in regularly scheduled school events associated with familiarizing families with the services available through Client and schools operated by Client, including but not limited to Back to School Night, parent teacher conference, registration days and the like.

9. **Better 4 You Meals, Inc. Agrees to:**

A. Ensure each meal provided to the agency under this agreement meets minimum requirements as to the nutritional content as specified by NSLP Meal Pattern, which is excerpted from regulations 7 CFR Part 210.10 and 220.8 or an approved National School Lunch Program option.

B. Maintain full and accurate records that document: (1) the menus were provided to the agency during the term of this agreement, (2) a listing of all components of each meal, and (3) an itemization of the quantities of each component used to prepare said meal. The vendor agrees to provide meal preparation documentation by using field factors for each food item as listed in the United States Department of Agriculture Food Buying Guide when calculating and recording the quantity of food prepared for each meal.

C. Maintain cost records such as invoices, receipts, and/or other documentation that exhibit the purchase of otherwise availability to the vendor of the meal components and quantities itemized in the meal preparation records.

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D. Maintain daily, an accurate count of the number of meals, by meal type, prepared for and delivered to the agency. Meal count documentation must include the number of meals requested by the agency.

E. Retain all required records for a period of three (3) years after the end of the fiscal year to which they pertain (or for 3 years after the end of the audit). Upon request, make all accounts and records pertaining to the agreement available to the certified public accountant hired by the agency, representatives of the California Department of Education, USDA, and the office of the Inspector General (OIG) for audits or administrative reviews at a reasonable time and place.

F. The vendor shall surrender to the SFA upon termination of the agreement all records pertaining to the operation of the food service, to include all production records, product invoices, claim documentation, financial reports, and procurement documentation. The records shall be in appropriate order and complete.

G. Better 4 You Meals Inc. will indemnify, defend, and hold harmless Cabrillo Unified School District and its directors, officers and employees from and against any material liabilities, losses, expenses (including reasonable attorney's fees), cost and damages (collectively "Damages") arising out of or relating to breach of any material representation, warranty or covenant of B4YM. under this Agreement. The indemnification obligations of B4YM. shall not apply to the extent that the applicable damages are directly caused by Cabrillo Unified School District or any of its agents, contractors or employees.

H. B4YM will keep and maintain Commercial general liability insurance, including extended coverage for product in an amount no less than one million dollars (1,000,000.00) for each occurrence for any liability resulting from incidents of improper product preparation, contamination or transport or breach of any representation, warranty or covenant of B4YM under this agreement. Better 4 You Meals will provide Cabrillo Unified School District with a certificate evidencing insurance in the amount required above naming Cabrillo Unified School District as an additional Insured and specifying that the coverage will not be canceled or modified without 30 days of prior written notice to Cabrillo Unified School District.

10. **Certifications:**

If this agreement is more than $100.000, the agency and the vendor shall comply with all applicable standards, orders, or regulations issued:

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a) Section 306 of the Clean Air Act (42 USC 185h), Section 508 of the Clean Water Act (33 USC 1368), Executive Order 11738 and Environmental Protection Agency regulations.

b) Certification regarding Lobbying Pursuant to 31 USC 1352 (appendix A: 7 CFR Part 3018)

c) Disclosure of Lobbying activities pursuant to 31 USC 1352 (appendix A: 7 CFR Part 3018)

11. **Better 4 You Meals certifies that they follow:**

a) Energy Policy and Conservation Act (OMB Circular A-102, Attachments o, paragraph 14.j)

b) Provisions of the Contract Work Hours and Safety Standards Act involving food service workers whose duties are manual and physical in nature (OMB Circular No. A-102, Attachment O, paragraph 14.f)

c) Executive Order 11246, entitled "Equal Employment Opportunity", as amended by Executive Order 11375 and Department of Labor Relations.

12. **Force Majeure**. Neither party shall be liable for any delay or failure in its performance under this contract caused by events beyond the control of the parties, including but not limited to terrorism, war, riots, labor strikes, interruption of utility services, fires, floods, earthquakes and other natural disasters.

13. **Entire Agreement**. This contract contains all the covenants between the parties with respect to the subject of this contract, and each party acknowledges that no representations, inducements, promises or agreements have been made by or on behalf of any party except the covenants and agreements embodied in this contract. Any agreement, statement or promise not contained in this contract shall not be valid or binding between the parties with respect to the subject of this contract, except for a subsequent written modification signed by the party to be charged.

14. **Amendment**. This contract may be amended or modified at any time with respect to any provisions by a written instrument executed by B4YM and Client.

15. **Non-Assignment**. Neither party may assign or transfer this agreement, in whole or in part, without the prior written consent of the other party.

16. **Attorney Fees**. If any legal action is brought to enforce or interpret the provisions of this contract, the prevailing party shall be entitled to recover reasonable attorney's fees from the other party. These fees, which may be set by the court in the same action or in a separate action brought for that purpose, are in addition to any other relief to which the prevailing party may be entitled.

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17. **Dispute Resolution.**

A. Mediation. The parties hereby agree that any dispute between the parties hereto arising out of or related to the subject matter of this Agreement or services to be provided pursuant to this Agreement shall be subject to non-binding mediation prior to implementation of any other dispute resolution process. The mediator shall be a retired judge or practicing attorney to be agreed upon by the parties. Mediation shall be held in San Mateo County, California. The cost mediation shall be borne by the parties equally. The parties agree that all individuals or entities necessary for resolution of any such dispute shall participate in the mediation process, including but not limited to party principals, insurers, consultants, agents, contractors and subcontractors as is necessary. If the dispute is not resolved by mediation, each party shall thereafter be free to commence litigation or other dispute resolution process at the party's discretion. If a court of competent jurisdiction shall determine that any party hereto shall have failed to adequately and meaningfully participate in the mediation process prior to commencement of litigation or other dispute resolution, said finder of fact shall be empowered to deny attorney's fee to that party that the non-participating party would otherwise have been entitled to an award of attorney's fees.

B. The parties hereby irrevocably and unconditionally agree that all disputes arising out of or related to the subject matter of this Agreement or related to the services to be provided pursuant to this Agreement shall be resolved pursuant to binding arbitration proceedings. Arbitration proceedings shall be conducted by a single neutral arbitrator to be agreed upon by the parties. If the parties are unable to agree upon the identity of a single neutral arbitrator within thirty days of a demand for arbitration by any party hereto, said arbitrator shall be appointed by the presiding judge of the San Mateo County, California Superior Court or his designee. Arbitration proceedings shall be conducted pursuant to the provisions of the California Arbitration Act, Code of Civil Procedure Section 1280 and following. Discover shall be allowed as described in the California Arbitration Act. The award of an arbitrator shall be final and binding and subject only to such collateral attack as shall be allowed pursuant to the terms of the California Arbitration Act. The award of an arbitrator may be entered as a judgment in any court of competent jurisdiction.

C. Exclusive jurisdiction and venue with respect to all dispute resolution matters arising out of or related to this contract or related to the services to be provided pursuant to the terms of this Agreement shall lie in the courts of the State of California in and for the County of San Mateo. The parties agree that the courts in and for the County of San Mateo are convenient to the parties. Arbitration proceedings commenced pursuant to this Agreement shall be held in San Mateo County, California.

D. This contract shall be governed by and construed in accordance with the laws of California.

18. **Notices**. Any notice required or permitted to be given under this contract shall be written, and may be given by personal delivery or by registered or certified mail, first class postage prepaid, return receipt requested. Notice shall be deemed given upon actual receipt in the case of personal deliver or upon delivery to the United States Post Office for mailing. Mailed

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notices shall be addressed as follows. Each party may change address by written notice in accordance with this paragraph.

BETTER 4 YOU MEALS

5743 Smithway Street,
Los Angeles, CA 90040

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Ave,
Half Moon Bay, CA 94019

Dated: 6/28/19

BETTER 4 YOU MEALS

By: Steven A Holguin

Dated: 7/8/19

CABRILLO UNIFIED SCHOOL DISTRICT

By: ~~Crystal Leach~~
Holly Wade

Initials: SH

EXHIBIT A
MEAL SERVICE DETAIL

1. Ingredients that may not be used (within reasonable capability of B4YM):
Client Initials: _____

2. Beverage service (Unless otherwise noted, beverage service shall be an assortment of 1% milk, non-fat white):

_____

3. Service shall be provided Monday through Friday unless noted below:

_____

4. The time upon which the first meal service shall begin and the time at which meal service shall be completed:

_____

5. Field trip: See Paragraph 8

_____

6. Kings Mountain Elementary meals will be delivered at least 2 times per week

_____

7. Cancellation and refund policy:

Cancellation policy is detailed in Paragraph 11 of the attached Addendum.

_____

EXHIBIT B
PRICING GRID

Meal Type	Student Price	Staff	School Principal
Regular/Standard Breakfast	$1.75	N/A	N/A
Regular/Standard Lunch	$2.95	N/A	N/A
Sack Lunches and Shelf stable meal pricing shall remain the same as above. *If a CDE medical statement form is provided for a student needing a Physical or Mental Impairment Special Meal Accommodation listed in Addendum 4.ii.1, meals will the same price as a standard meal. Meals accommodations needed outside of those listed in Addendum 4.ii.1 will be evaluated on a individual basis, and if pricing is different than above, it will be presented to CUSD for approval prior to commencing service.			

Pricing Disclosures for Additional Options

1. Vegan Special Request Meals – Pricing is as is regardless of student medical need.

Breakfast: $ 5.50 Lunch: $ 7.50

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(NATIONAL SCHOOL LUNCH PROGRAM)

This Agreement shall supplement the School Lunch Service Contract Agreement dated June, 9th 2019 between **Better 4 You Meals,** a California corporation DBA **B4YM** and **Cabrillo Unified School District**, located at **498 Kelly Ave, Half Moon Bay, California** (hereinafter "Client"). The purpose of this Addendum is to provide additional detail to the agreement between the parties to comply with the requirements of the National School Lunch Program. This Addendum shall be effective on the date of the underlying vending agreement and shall terminate upon termination of the underlying Agreement.

1. In addition to the term of the Agreement as set forth in Paragraph 1 of the underlying Agreement, the parties understand that despite the duration of the contract as set forth in Paragraph 1, pursuant to the requirements of the National School Lunch Program, pricing as set forth on Exhibit B (Pricing Grid) must be reviewed and agreed upon annually in a manner consistent with the requirements of the National School Lunch Program. A new Pricing Grid shall be agreed upon and attached to the underlying Agreement annually.

2. In addition to the matters set forth in Paragraph 2 of the underlying agreement, the following shall apply:

a. B4YM shall prepare and institute a program in compliance with the School Nutrition Programs, Child and Adult Care Food Program, and the Summer Food Service Program, including after school snack and supper programs. Upon request, B4YM shall undertake such steps as shall be necessary to provide a Seamless Summer Program pursuant to the provisions of the National School Lunch Program. To the extent reasonably possible, B4YM meals meet the National School Lunch and School Breakfast Program requirements using offer versus serve and utilizing the HHFKA food based menu planning type, and the requirements of the Child and Adult Care Food Program, After School Snack and Supper Program

b. 100% milk will be delivered with ordered meals. It is understood that milk orders shall be used solely for service with meals as ordered. It is understood that milk and milk products shall be stored and refrigerated properly upon delivery. Milk for breakfast service and field trips will be delivered the day prior to service. Milk for lunch will be delivered for same day consumption.

3. Lactaid and/or soymilk products as dairy substitute shall be provided upon the program participant providing written evidence signed by a licensed physician stating that the program participant is required to use those products. Such physicians order shall be set forth on the California Department of Education Medical Statement to Request Special Meals and/or Accommodations form. Said form may be obtained by program participants from the California Department of Education. Lactaid shall be provided at the same price as is milk. Soymilk is subject to additional charge to be agreed upon. If the student requires bottled water, that product will be provided at an additional charge to be agreed upon.

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4. For students with special dietary needs or requiring therapeutic meals, Cabrillo Unified School District must submit a signed copy of CDE Form - **MEDICAL STATEMENT TO REQUEST SPECIAL MEALS AND/OR ACCOMMODATIONS**[1].

i. Cabrillo Unified School District recognizes it is their legal responsibility, as per the USDA Nutrition Program regulations for implementing and monitoring of all therapeutic meals to students.

ii. Better 4 You Meals' Dietitian will create specific menus and provide these meals to the schools with the understanding that we do not have the capacity to monitor and control individual student's meal consumption patterns outside of the meal they are provided.

1. Due to the complexities of some dietary restrictions, Better 4 You Meals is currently only guaranteeing being able to provide Special Meals for diets that require gluten free, diary free, tree nut free, or shellfish free.
2. Diet profiles that require special meal preparation other than those listed in (4.ii.2) will be evaluated on a case by case basis and responded to within 10 business days of each complete submission.

5. All orders shall be completed and received by 4:00 p.m. on the 21st of the Month prior to which the order is to be delivered. The next Month menu will be delivered to Client by the 10th of each Month for the following Month. Upon delivery of meals, B4YM shall provide such documentation as is necessary to comply with the requirements of the National School Lunch Program.

6. The parties understand that milk and other dairy products are volatile and subject to spoilage if not refrigerated or otherwise cared for properly. If dairy products shall, in the opinion of Client, not be consumable due to spoilage, upon providing evidence of such spoilage to B4YM, Client shall be credited for those specific items which are spoiled. Entire shipments shall not be credited, only those specific items which were spoiled. Any items as to which a claim of spoilage is being made shall be returned by Client to B4YM for inspection if reasonably possible. If return is not possible, Client shall undertake such steps as shall be reasonably available to document spoilage, including but not limited to photographs of all items alleged to be spoiled.

7. If Client desires, for any reason, to partially cancel service under the terms of this contract and addendum thereto, Client shall give ten (30) days written notice of its partial cancellation of service. If, however, Client desires to cancel all services provided pursuant to the underlying contract and this addendum, the standard cancellation procedures set forth in the underlying contract shall apply.

8. Upon request, B4YM shall provide shelf-stable meals and an emergency backup for each site. Shelf-stable meals are defined as those meals which may be stored safely for use in the event of an emergency. Shelf-stable meals must be purchased in advance and shall be separately billed at the next invoicing as otherwise described in this contract.

[1] http://www.cde.ca.gov/ls/nu/cr/documents/medstat.doc

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9. All requirements of the School Lunch Service Contract set forth in Paragraph 8 regarding field trips shall be applicable to the National School Lunch Program service. All orders must be completed by the stated dates in Section 5. In the event of timely notification, bag lunches shall be delivered on the day prior to the field trip. Client must refrigerate all items requiring refrigeration overnight for use the next day. B4YM shall not be required to deliver bag lunches for use by program participants on field trips other than at the time of regular delivery or the day preceding pursuant to the terms of this paragraph.

10. With respect to the School Nutrition Programs, cancellation and refund timing shall be as set forth below. To cancel service or change service, the following grid shall apply:

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
To make a change or cancel for:	Previous Wednesday by 4 PM	Previous Thursday by 4 PM	Friday 4 PM/same week	Monday 4 PM/same week	tuesday 4 PM/same week

11. This paragraph is intended to supplement Paragraph 2 of the School Lunch Service Contract. The B4YM driver shall remain onsite for the Client to complete the count for a period of up to 10 minutes following the arrival of the driver if possible. The driver shall have available appropriate receipts or other documentation for the school representative to sign regarding the sufficiency of the delivery. Any delivery shortage discovered following the departure of the driver shall be credited as long as it is reported prior to service.

12. With respect to Paragraph 3 of the School Lunch Service Contract, it is understood that billing for free and reduced-price meals shall be on a monthly basis consistent with Paragraph 3.B of the underlying Agreement. Payment shall be consistent with said Paragraph 3.B.

13. Client is hereby granted an option to extend the School Lunch Service Contract to which this Addendum is attached for three (3) additional periods of one (1) year, the renewal to commence upon the anniversary date of the commencement of this Contract and each anniversary date thereafter for a maximum of three (3) years. To renew this option, Client shall notify Better 4 You Meals of its election to renew pursuant to the procedures set forth in Paragraph 16 of the School Lunch Service Contract. Upon notification of Client electing to renew, the contract shall be renewed upon all terms and conditions, subject only to adjustment of pricing as set forth on Exhibit B to the School Lunch Service Contract. Client shall exercise its option to renew prior to termination of the previous contract term. Better 4 You Meals shall notify Client of any modification of pricing terms within thirty (30) days of receipt of notification of exercise of the option to renew. Upon notification of pricing adjustments, Client shall have a period of fifteen (15) days within which to either accept the adjustments or terminate this contract and any extension thereof in its entirety. Except as specifically provided herein, all terms and conditions of the School Lunch Service Contract entered between the parties shall remain in effect, unmodified.

14. Menu's will be provided in Spanish and English for Client to post to its website and to distribute to parents

Initials: SH

Dated: 6/28/19

BETTER 4 YOU MEALS

[redacted]

By: Steven A. Holguin

Dated: 7/8/19

CABRILLO UNIFIED SCHOOL DISTRICT

[redacted]

By: ~~Crystal Leach~~ HOLLY WADE

Initials: SH

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

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

MEMORANDUM

MEETING DATE: May 27, 2020
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Action
RECOMMENDATION: Approve Revised Amendment to BGCC-CUSD Compact to Preserve Cunha Intermediate School After-School Sports

BACKGROUND INFORMATION

This year, CUSD and the Boys and Girls Club of the Coastside (BGCC) representatives have met frequently to discuss CUSD's budget shortfall and deficit spending. Over the years, BGCC and CUSD have collaborated closely on the construction of sports facilities in the district, with BGCC contributing millions of dollars to these ends. Both BGCC and CUSD acknowledge that partnering even more closely together now to provide for Cunha Intermediate School's after-school programs would be of benefit to realizing the mission of both organizations.

REPORT/PROPOSAL

In the April Board Meeting, staff recommended approval of both the Amendment to the March 2017 BGCC Memorandum of Understanding and the BGCC-CUSD Compact to Preserve Cunha Intermediate School After-School Sports attached herein. CUSD and BGCC representatives collaborated closely on both these items, and CUSD staff now recommend approval of an amendment to the agreement in order to provide language that was recommended by legal counsel to help indemnify both parties going forward.

FINANCIAL IMPACT

Approval of the staff recommendation to adopt this amendment to the March 2017 MOU with BGCC is still expected to provide budget savings of approximately $100,000 annually that is currently an expense to CUSD's general fund.

COMPACT BETWEEN CABRILLO UNIFIED SCHOOL DISTRICT AND BOYS AND GIRLS CLUB OF THE COASTSIDE TO PRESERVE CUNHA INTERMEDIATE SCHOOL AFTER-SCHOOL SPORTS

WHEREAS, Boys and Girls Club of the Coastside and Cabrillo Unified School District have a strong and continuing partnership with a mutual intent to benefit the youth of the Coastside; and

WHEREAS, through this partnership Boys and Girls of the Coastside and Cabrillo Unified School District have collaborated over time to build and maintain facilities on Cabrillo Unified School District properties, including the Event Center and the Cunha Soccer Complex; and

WHEREAS, Cabrillo Unified School District has been forced to make significant budget reductions and cut district funding for after-school athletics at Cunha Intermediate School; and

WHEREAS, Boys and Girls of the Coastside already support students at Cunha Intermediate School with academic tutoring and enrichment opportunities; and

WHEREAS, Boys and Girls of the Coastside already supports athletic programs on the Coastside including Half Moon Bay Soccer Club, Coastside Basketball, and Half Moon Bay Surf Club; and

WHEREAS, Boys and Girls of the Coastside and Cabrillo Unified School District are mutually interested in and concerned with the physical well-being of young people in our district; and

WHEREAS, governing bodies of each of the above named parties are agreed that after-school athletics are important for the development of good citizenship and for promoting and preserving the health and general welfare of young people, and the parties hereto feel that this agreement should be entered into for the purpose of carrying out after-school athletics program under the provisions of Section 10900 et. seq. of the Education Code of the State of California and any amendments thereto or otherwise;

NOW, THEREFORE, it is hereby mutually agreed between Cabrillo Unified School District (hereinafter designated as CUSD) and Boys and Girls Club of the Coastside (hereinafter designated as BGCC) that:

I.

BGCC will coordinate the entire after-school sports program at Cunha Intermediate School beginning with the 2020-2021 school year.

II.

BGCC agrees to take financial responsibility for costs associated with the Cunha Intermediate School after-school sports program.

III.

CUSD acknowledges that BGCC will collaborate with partners and parents to fundraise to cover these costs.

IV.

BGCC will make all operational decisions about the after-school sports program including, but not limited to, who to employ and how those employees will be compensated; what sports will be offered; and how much will be charged for participation costs.

V.

BGCC is committed to maintain a program that allows all students to participate regardless of ability to pay. If BGCC does charge fees for the Cunha after-school sports program, BGCC will make "reduced rate" and "no fee" options available to families based on need.

VI.

BGCC agrees to provide adequate qualified personnel to supervise the after-school sports programs which take place after school hours and during holiday and vacation periods. In the employment of personnel for these roles, BGCC will give first consideration to school employees providing they are qualified and available for such work. If CUSD employees are hired by BGCC, such person(s) shall be considered the employee or independent contractor of BGCC for all purposes of this Agreement while so employed. When qualified people are not available from the school system, BGCC shall have the right to hire persons outside the school system. It is understood that if BGCC hires CUSD employees outside of school hours, these roles will be outside their union contract with CUSD and will not be governed by contract rules.

VII.

BGCC will collaborate with Cunha's Principal, Assistant Principal, and Boosters to brand the after-school sports program in a way that is mutually acceptable to both the school and BGCC.

VIII.

BGCC will collaborate with Cunha school leadership to provide a developmentally appropriate experience for students a Cunha.

IX.

It is further agreed that, in the event any dispute or difference arises as a result of the operation of the Cunha after-school sports program, said dispute shall be assigned to BGCC and CUSD representatives to monitor adherence to this MOU and its amendments. These representatives will work together to resolve any disputes in good faith and in a timely manner. If a dispute cannot be resolved after consultation between the parties, BGCC and CUSD representatives may work to consult with a neutral third party for resolution and otherwise will meet to amend this agreement as necessary before presenting amendments to the governing boards of both parties.

X.

BGCC shall provide evidence satisfactory to CUSD that BGCC has casualty and liability insurance coverage for any such claims or causes of action, and that such insurance shall name CUSD as an Additional Insured.

XI.

While both parties understand that the Cunha after-school sports program may change in size and scope over the years, it is understood that BGCC will continue to coordinate such program until this agreement is terminated per item XII.

XII.

If at any future time CUSD would like to re-invest and operate the Cunha after-school sports program or BGCC feels unable to continue operating the Cunha after-school sports program, either party will notify the other in writing (120 days in advance) and agree to finish the current school year to provide the optimal experience for students.

Notice will be directed to the following:

Superintendent
CUSD
498 Kelly Avenue, Half Moon Bay, CA 94019

Principal
Cunha Intermediate School
600 Church Street, Half Moon Bay, CA 94019

Executive Director
BGCC
PO Box 545
Half Moon Bay, CA 94019

XIII.

Mutual Indemnification. Each party to this agreement (the "Indemnifying Party") agrees to defend the other party, its affiliates, and each of their respective officers, directors, employees, contractors, and agents (each an "Indemnified Party") from and against any action, claim, suit, investigation, or other proceeding brought by a third party (a "Claim") to the extent such Claim results from the Indemnifying Party's negligence, willful misconduct, fraud, or violation of law on the part of the Indemnifying Party, its officers, directors, employees, agents, or other representatives in connection with this Agreement. The Indemnifying Party will indemnify and hold harmless the Indemnified Party from any liabilities, losses, damages, judgments, awards, fines, penalties, costs, and expenses (including reasonable attorneys' fees and costs of defense) incurred by or levied against such Indemnified party as a result of such Claim. If the Indemnified Party seeks indemnification under this paragraph with respect to a Claim, the Indemnifying Party's obligations are conditioned upon the Indemnified Party: (a) providing written notice to the Indemnifying Party of any Claim within thirty (30) days after the Indemnified Party has knowledge of such Claim (except that failure to timely provide such notice will relieve the Indemnifying Party of its obligations only to the extent the Indemnifying Party is materially prejudiced as a direct result of such delay); (b) giving the Indemnifying Party control over the defense thereof and any related settlement negotiations; and (c) cooperating and, at the Indemnifying Party's request and expense, assisting in such defense. Notwithstanding the foregoing, the Indemnified Party may participate at its own expense in the defense and any settlement discussions and will have the right to approve any settlement agreement that involves an admission of fault by the Indemnified Party or imposes non-monetary obligations on the Indemnified Party; provided, however, that such approval will not be unreasonably withheld.

XIV.

Limitation of Liability. Neither party to this agreement shall be liable to the other party for any special, consequential, incidental, punitive, or indirect damages arising from or relating to any breach of this agreement, regardless of any notice of the possibility of such damages. Notwithstanding the foregoing, nothing in this paragraph is intended to limit or restrict the indemnification rights or obligations of any party under this agreement as set forth in this-paragraph.

XV.

While BGCC and CUSD are operating using several distinct agreements, each of the agreements stands separately from the others and is not contingent about the others. Both this agreement and others have been drafted jointly by BGCC and CUSD representatives, and both parties now aim to collaborate going forward to enact these agreements in good faith and active partnership.

ACCEPTED AND AGREED

CABRILLO UNIFIED SCHOOL DISTRICT

BY: _____ DATED: _____
Kimberly Hines, Board President

BY: _____ DATED: _____
Sean McPhetridge, Superintendent

BOYS AND GIRLS CLUB OF THE COASTSIDE

BY: _____ DATED: _____
Virginia Perry, Board President

BY: _____ DATED: _____
Jill Jacobson, Executive Director

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MEMORANDUM

MEETING DATE: May 27, 2020
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Consent
RECOMMENDATION: Adopt Board Policy 5157 Gender Identity and Access

BACKGROUND INFORMATION

The Cabrillo Unified School District (CUSD) participates in the California School Boards Association's (CSBA) Policy Online and Manual Maintenance Service. One important component of this optional service is that participating districts receive a quarterly "Policy Maintenance Report" to help keep Board policies up to date and fully compliant. Most often, the proposed changes are mandate-driven. In such instances, staff will suggest that the Board waive additional readings and adopt the suggested revisions en masse and via action. In those instances, when a quarterly maintenance review indicates 1) a need for a change in a policy that provides optional courses of action or 2) the need for a new policy to address a particular issue, staff will suggest that the Board engage in a first and second reading of the document prior to considering policy adoption.

In this case, staff is recommending a new policy for approval. This policy has been developed and approved by districts but still does not exist in the CSBA library. In consultation with CSBA, it is clear that this policy, in some form, is in development at this time. In light of the needs of our students and our obligation to ensure a safe and welcoming school environment, we ask that the BOE consider adopting BP 5157 as a foundation to work that will follow to develop operational Administrative Regulation 5157 to support the specific requirements and guidance to ensure implementation of the Board Policy is in place.

The LBGTQ Roundtable efforts to bring BP 5157 – Gender Identity and Access drew on the policy work of other districts, state and federal statutes, and exemplary practices in the public sector. This draft was discussed and developed over the last year in collaboration with key parent stakeholders and LGBTQ Roundtable members. At its final in-person meeting on January 27, 2020, committee members received multiple policies and administrative regulations to review.

The next steps will be to ask the Board to consider and approve AR 5157; although typically a BOE does not approve administrative regulations (Board Bylaw 9310), in this case staff is seeking formal Board approval for two reasons. First, given research showing that transgender and gender non-conforming students are far more likely to be bullied and harassed, it is an important and powerful statement to have formal Board approval to underscore the seriousness and immediacy of the regulation. Secondly, because of the quantity and quality of community engagement in developing AR 5157 is anticipated, we believe a formal Board vote represents both recognition and admiration for the collaborative endeavor that will make this regulation a reality. This item will come to the BOE at a future date.

Staff and members of the LGBTQ Roundtable are all proud of BP 5157 and believe this policy serves as a foundation and commitment for our continued District efforts to promote student safety and well-being. The District wishes to thank staff, students, and community members, including our partners at CoastPride, for their partnership.

REPORT/PROPOSAL

This month, Board Policy 5157 is provided for adoption. This Board Policy has been reviewed by appropriate staff and is submitted for your consideration. Staff has further concluded that the proposed policy will ensure that students will have protections in our schools to remain safe and feel welcomed.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

Cabrillo USD

Board Policy

Gender Identity and Access

BP 5157
Students

The Board of Education is committed to providing a safe, supportive, and inclusive learning environment for students of all sexual orientations and gender identities, including but not limited to transgender, gender non-conforming, lesbian, gay, bisexual, queer, and questioning students (LGBTQ+), thus ensuring every student has equal educational opportunities and equal access to the district's educational programs and activities.

Safety and Protection

The district shall ensure its programs, activities, facilities, and employment practices are conducted without discrimination based on, among other things, actual or perceived gender identity, gender expression, or sexual orientation. The district will aim to ensure that students of all sexual orientations and gender identities are treated equally and fairly. (Education Code 200, 220, 234.1)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

Public schools have an affirmative obligation to combat bias and a responsibility to provide equal educational opportunities to all pupils. Additionally, district policy requires that all schools and all personnel promote mutual respect and acceptance among students and staff. (Education Code 201)

The district expects that all school personnel shall intervene when they witness harassment, discrimination, intimidation, and bullying of any student (whether it is based on actual or perceived protected characteristics) when they can do so safely. (Cal. Ed. Code 234.1.)

Stakeholder Education

Working with our district partners, the district shall provide training and education on awareness and implementation of the board policy. The stakeholders include, but are not limited to, all district staff and administrators, English Learner Advisory Councils, the District English Learner Advisory Council, members of Parent Teacher Organizations, and any other partnering organizations providing services before, during, or after school.

Reporting and Filing of Complaints

Complaints alleging discrimination, harassment, or bullying based on a student's sexual orientation, gender identity, gender expression, or gender nonconformity are to be handled in the same manner as other discrimination/harassment/bullying complaints. Consistent with the Uniform Complaint Procedures, complaints alleging discrimination or harassment based on a student's sexual orientation, gender identity, gender expression, or gender nonconformity shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Strategies for addressing bullying, harassment, and discrimination in district schools shall be discussed with involvement of key stakeholders, including students, parents/guardians, and staff, and these strategies may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and to provide services for alleged victims and perpetrators of bullying in district schools.

cf. 1020 - Youth Services

Students shall be advised that harassment, discrimination, intimidation, or bullying based on sexual orientation, gender identity, and gender expression are unacceptable conduct and will not be tolerated. Students shall be informed that they should contact the school principal or designee if they experience such harassment, discrimination, intimidation, or bullying.

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention, and education; if the behavior is severe or pervasive as defined in Education Code 48900, disciplinary consequences for students may include suspension or expulsion in accordance with district policies and regulations.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal. Administrative actions in this regard will cohere with the contractual bargaining agreement, California Education Code, and state laws that govern the district.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Behavioral Intervention and Education for Stakeholders

The regulations shall provide an adequate description of this policy to parents, students, and employees; provide appropriate complaint and resolution procedures; and establish due process for persons accused of harassment, discrimination, intimidation, or bullying based on sexual orientation, gender identity, and/or gender expression. As per other district policies on harassment and bullying, the district may provide students with instruction, in the classroom or in other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6142.8 - Comprehensive Health Education)
(cf. 6163.4 - Student Use of Technology)

Facilities

Equal access to facilities and activities will be provided to all students regardless of their actual or perceived sexual orientation or gender expression. All students will be allowed to use the bathroom and locker room consistent with their gender identity. Whenever possible, the district will take care that the manner and type of bathroom used will not isolate or stigmatize students who use them. At every school site there will be at least one designated gender neutral restroom.

The Superintendent or designee shall adopt, and may periodically revise, administrative regulations necessary to implement and enforce this policy.

This policy is intended to supplement, and not replace, state and federal laws prohibiting sexual harassment. Complaints under those laws shall be processed through the procedures established by appropriate state and/or federal agencies.

Legal Reference:

EDUCATION CODE
200-262.4 Prohibition of discrimination
32282 Comprehensive safety plan
32283.5 Bullying; online training
35181 Governing board policy on responsibilities of students
35291-35291.5 Rules
48900-48925 Suspension or expulsion
48985 Translation of notices
52060-52077 Local control and accountability plan

PENAL CODE
422.55 Definition of hate crime
647 Use of camera or other instrument to invade person's privacy; misdemeanor
647.7 Use of camera or other instrument to invade person's privacy; punishment
653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 47
254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS
Wynar v. Douglas County School District, (2013) 728 F.3d 1062
J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
Lavine v. Blaine School District, (2002) 279 F.3d 719
Management Resources:

CSBA PUBLICATIONS
Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California's Social and Emotional Learning: Guiding Principles, 2018
Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008
Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS
Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Guidance to Schools: Bullying of Students with Disabilities, October 2014
Dear Colleague Letter: Bullying of Students with Disabilities, August 2013
Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010
Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

CSBA: http://www.csba.org
California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss

California Office of the Attorney General: http://oag.ca.gov
Center on Great Teachers and Leaders: https://gtlcenter.org
Collaborative for Academic Social and Emotional Learning: https://casel.org
Common Sense Media: http://www.commonsensemedia.org
National School Safety Center: http://www.schoolsafety.us
Partnership for Children and Youth: https://www.partnerforchildren.org
U.S. Department of Education: http://www.ed.gov

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: TBD Half Moon Bay California, California

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: May 27, 2020
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
Holly Wade, Ph.D., Assistant Superintendent
CATEGORY: Action
RECOMMENDATION: Adopt Proclamation Recognizing June as LGBT Pride Month

BACKGROUND INFORMATION

The Cabrillo Unified School District Governing Board supports the rights, freedoms, and equality of those who are lesbian, gay, bisexual, and transgender (LGBT). The Governing Board believes that all students deserve to feel safe and welcome in their schools, to be known by their preferred name, gender identity, and story, and to see themselves represented in the curricula, in our staff, and in our community.

The District recognizes that our students deserve a safe environment and community in which to learn and that their rights to be free from the harm of discrimination in our schools is a mandate we must uphold daily. June has become a symbolic month in which LGBT persons and allies come together in various celebrations of pride to support the community's right to live their lives out loud. This year, it is made more difficult by COVID-19 for us to physically come together as LGBT persons and allies, but we want to encourage creative ways to celebrate at a distance.

The Cabrillo Unified Governing Board, district leadership, faculty, students, and staff recognize and understand that creating an inclusive environment to increase understanding and acceptance requires daily diligence. The Cabrillo Unified School District supports that the month of June should be recognized as LGBT Pride Month in our schools and invites everyone to reflect on ways we all can live and work together with a commitment to mutual respect and understanding.

The Governing Board is committed to these efforts beyond June to ensure all students can learn and thrive in our inclusive schools.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

CABRILLO UNIFIED SCHOOL DISTRICT
HALF MOON BAY, CALIFORNIA

PROCLAMATION

Recognizing June as LGBT Pride Month in the Cabrillo Unified School District

WHEREAS, the Cabrillo Unified School District has a diverse Lesbian, Gay, Bisexual, Transgender (LGBT) community and is committed to supporting visibility, dignity, and equity for all people in the community; and

WHEREAS, many of the residents, students, family members, and school personnel are part of the lesbian, gay, bisexual, transgender, and questioning community who contribute greatly to the enrichment of our schools; and

WHEREAS, although various advancements have been made with respect to equitable treatment of LGBTQ persons throughout the nation, LGBTQ persons still face discrimination simply for being who they are, thus making it important for districts like the Cabrillo Unified School District to stand up and show support for our students and families who are affected; and

WHEREAS, many cities across the United States recognize and celebrate June as LGBT Pride Month; and

WHEREAS, June has become a symbolic month in which LGBTQ persons and allies come together in various celebrations of pride to support the community's right to live their lives out loud; and

WHEREAS, this year, although it is made more difficult by COVID-19 for us to physically come together as LGBTQ persons and allies, nonetheless we still encourage creative ways to celebrate at a distance; and

WHEREAS, the rainbow flag, also known as the LGBTQ pride flag or gay pride flag, has been used since the 1970s as a symbol of LGBTQ pride and social movements; and

WHEREAS, flying the rainbow flag at the District Office throughout the month of June further symbolizes the District's celebration of diversity and support for the LGBTQ students, families, and our school community;

NOW, THEREFORE, the Cabrillo Unified School District does hereby declare the month of June as LGBT Pride month in our schools and invites everyone to reflect on ways we all can live and work together with a commitment to mutual respect and understanding; and furthermore, CUSD recognizes Pride Month by flying the rainbow flag at the District Office and our schools during the month of June.

PASSED AND ADOPTED this 27th day of May, 2020 at a regular meeting of the Governing Board of Cabrillo Unified School District by the following vote.

Mary Beth Alexander:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Lizet Cortes:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Kimberly Hines:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Sophia Layne:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Freya McCamant:	_____	Aye	_____	No	_____	Abstain	_____	Absent

Certified by:

_____
Mary Beth Alexander
Clerk to the Board of Education
Cabrillo Unified School District

Attest by:

_____

Sean McPhetridge, Ed.D.
Secretary to the Board of Education
Cabrillo Unified School District

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MEMORANDUM

MEETING DATE: May 27, 2020
TO: Members of the Governing Board
FROM: Holly Wade Ph.D., Assistant Superintendent, Educational Support Services
Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Action
RECOMMENDATION: Approve New District School Nurse/Health Services Coordinator Job Description

BACKGROUND INFORMATION

As the district continues its efforts in providing a more detailed and greater level of medical support for students and staff, the responsibilities of the District School Nurse must change in order to implement this support. As such, the District School Nurse will be retitled District School Nurse/Health Services Coordinator.

STATUS

The change to the job description verbiage more closely aligns with the supervisory responsibilities necessary in implementing the new health services being provided by the district.

CABRILLO UNIFIED SCHOOL DISTRICT

CLASS TITLE: DISTRICT NURSE/HEALTH SERVICES COORDINATOR

BASIC FUNCTION:

Provide leadership and support of District-wide health services and strengthen and facilitate the educational process by improving and protecting the health status of children primarily by aiding in the prevention of illness and disability, early detection and correction of health problems, and response to health crises. Coordinate, plan, and implement health-related services for students PreK-12.

QUALIFICATIONS:

- Completion of a Bachelor's degree
- Possession of a valid California School Nurse Services Credential
- Audiometrist Certificate
- Preferred Master's degree
- Possession of a valid California Driver's License
- Legal authorization to work in the U.S.
- Ability to pass a Department of Justice (DOJ) fingerprint clearance
- Possession of a valid State of California RN License
- Hold a current/valid CPR/AED Certificate
- Within 60 days of hire, provision of TB (tuberculin) clearance, as mandated by the California Education Code.

REPRESENTATIVE DUTIES:

- Assist in the guidance, supervision, training, and evaluation of the School Health Team
- Consult with sites and/or attend site-based meetings as requested by the Student Support Team
- Provide professional learning for nurses, health clerks, and other staff supervising the health office
- Develop clear systems of monitoring service provision, data collection, and evaluation of nursing services
- Conduct immunization programs pursuant to California Education Code, Section 49403, of the California Code of Regulations
- Assess and evaluate the health and developmental status of students
- Review cumulative health records to identify students' health needs and develop appropriate health plans
- Plan and implement state mandated vision/hearing screenings
- Interpret the health and developmental assessment to parents, teachers, administrators, and other professionals directly concerned with students
- Design and implement individual student health maintenance plans, incorporating plans directed by the health care provider
- Refer student and parent or guardian to appropriate community resources for necessary services

- Maintain communication with parents and all involved community practitioners and agencies to promote needed treatment and secure reports of findings pertinent to educational planning
- Interpret medical and health findings appropriate to a student's individualized education program and make recommendations to professional personnel directly involved
- Consult with, conduct in-service training for, and serve as a resource person to teachers and administrators
- Consult, if needed, in the planning of a Comprehensive Health Instruction Curriculum
- Consult and help, as needed, with related health subjects with the classroom teacher
- Counsel and assist students and parents in health-related and school adjustment services
- Consult at schools, if needed, in health specific questions with kindergarten registrations
- Assume emergency care responsibilities, as needed
- Periodically review health status of students with identified health problems; complete screening and reports as required by law or as deemed necessary
- Identify students and families in need of health and/or nutrition counseling and provide service as required
- Support the Home Hospital Program, which includes collaborating with appropriate departments, data collection, evaluation, and follow-up
- Comply with student and staff immunization requirements as per local, State, Federal, and District standards. Administer health tests to staff, including TB tests, as required or needed by district.
- Serve on various committees as required by law or as assigned by Student Services Director
- Collect data on health related matters to inform programming and services
- Maintain professional competence through participation in professional growth activities
- Perform other specific duties as directed to support District initiatives
- Present appearance, grooming, and interpersonal levels which establish a desirable example for students
- Maintain a pro-active demeanor, responsive to the needs of students, parents, teachers, and administrators

KNOWLEDGE, SKILLS AND ABILITIES:

- Effective interpersonal communication, conflict resolution, time management, and data collection skills;
- Ability to work comfortably with students, staff, parents, and community members from diverse backgrounds;
- Ability to promptly return calls and emails, including those from parents, within 48 hours
- Ability to thoroughly understand and effectively implement School and District policies and procedures, and ability to explain them to students and parents;
- Ability to effectively apply nursing knowledge and demonstrate proper techniques and skills in performing nursing duties; accurately observe and record symptoms, behaviors, and reactions; maintain accurate records and prepare reports; maintain patient confidentiality and privacy in compliance with applicable state and federal laws and regulations;
- Ability to develop protocols and procedures that support student health initiatives at District and Site levels;
- Demonstrable understanding of the importance of student health in the context of a rigorous academic environment;
- Ability to effectively collaborate with interdisciplinary teams and community partners such as mental health professionals, site administrators, parents, students, and community health partners;

- Knowledge of professional nursing principles, methods, and procedures; anatomy and physiology applicable to assigned duties; medical supplies and equipment used in nursing practice; uses and effects of medications and narcotics;
- Positive, successful record as a school nurse preferred;
- Proficiency in a second language preferred.

PHYSICAL ABILITIES:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to use hands to finger, handle, or feel objects, tools, or controls and reach with hands and arms. The employee is occasionally required to stand; walk; sit; climb or balance; and stoop, kneel, crouch, or crawl.

The employee may be required to operate a vehicle in order to travel to different meeting sites or to transport a sick student, i.e. ambulance.

The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, and depth perception. Employee will frequently work at a computer and travel to attend meetings.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The noise level in the work environment is usually moderate. Work environment includes working directly with children. There are a number of activities and situations happening at once, and the employee must ensure that children are supervised at all times and that children are involved in safe and appropriate activities. The employee must be prepared to handle accidents and emergencies at any time.

The job entails potential for exposure to adverse weather conditions and temperature extremes, exposure to blood-borne pathogens and communicable diseases, and interaction with disruptive and/or unruly individuals.

WORK YEAR:

10 Months, 185 days

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

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

MEMORANDUM

MEETING DATE: May 27, 2020
TO: Members of the Governing Board
FROM: Holly Wade Ph.D., Assistant Superintendent, Educational Support Services
Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Action
RECOMMENDATION: Approve Change to Health Technician Job Descriptions

BACKGROUND INFORMATION

On May 8, 2020, a Memorandum of Understanding (MOU) was agreed upon between CSEA representatives and CUSD management. The MOU required a change to the three Health Technician job descriptions presented to the Board at its May 14, 2020 meeting (Health Technician, Health Technician I, and Health Technician II).

The following verbiage appeared under the Basic Function section of those job descriptions: ”Under the direction/supervision of the Cabrillo Credentialed District Nurse and under the general supervision of the Principal/Assistant Principal…”

The MOU requires this verbiage to be changed to the following: “Under the guidance of the Cabrillo Credentialed District Nurse and under the direct supervision of the Principal/Assistant Principal…”

STATUS

The change to the job description verbiage more closely aligns with the supervisory responsibilities available to the non-CSEA management of CSEA employees.

CABRILLO UNIFIED SCHOOL DISTRICT

CLASS TITLE: HEALTH TECHNICIAN
CSEA SALARY RANGE: 24

BASIC FUNCTION:

Under the guidance of the Cabrillo Credentialed Licensed District Nurse and under the direct supervision of the Principal/ Assistant Principal, the Health Technician performs specialized physical health care services for pupils with disabilities and chronic health problems at one or more school sites. The California, Education Code refers to unlicensed school employees that perform these tasks as "qualified designated school personnel."

This position description is not intended to be an exhaustive list of all duties, knowledge, or ability associated with this classification but is intended to accurately reflect the principal job elements.

QUALIFICATIONS:

- Minimum of high school diploma or equivalent. Health care experience working with children, adolescents, and the public.
- Preferably one year in a school district.
- Preferred: nursing assistant, medical assistant, or paramedic certificate. Or post high school courses leading to certificate or help with areas that the position covers.
- Have and maintain First Aid and CPR Certificate issued by an authorized agency. Responsible for renewal every two years.
- Have and maintain California driver's license.
- Satisfactory work history.
- Successful experience demonstrating tact, courtesy, positive attitude, and maintaining cooperative relationships with those contacted during the course of work.
- Computer skills.
- Good communication skills.
- Exercises good judgement.
- Understands the professional conduct of confidentiality.

REPRESENTATIVE DUTIES:

- A Health Technician is trained to perform specialized physical health care services for pupils with disabilities and chronic health problems, such as gastrostomy feedings, catheterization, tracheostomy suctioning, and /or other services that require medically-related training. Duties may include assisting a pupil with routine diabetes care tasks (blood glucose monitoring, urine ketone testing, carbohydrate counting) and performing emergency care tasks (glucagon administration). The duties DO NOT include providing insulin injections or insulin pump manipulation.

- A Health Technician must lift and move designated pupils as necessary in the use of bathroom facilities, including changing diapers and clothes, cleaning/showering, and providing personal hygiene care.
- Prepare, maintain, and update a variety of student records, logs, reports, and files related to health, emergency information, immunization, medications, health office visits, illnesses, screenings, accidents, health absences, medical issues, and assigned activities according to district practice. This includes the need of computer skills.
- Compile, assemble, and verify student health information; prepare, process, and assure accuracy and completeness of various health forms and paperwork; contact parents to request additional forms, PE and MD notes, and other documents and information as needed.
- Input a variety of student health data and other information into an assigned computer system; maintain automated records and files; generate computerized lists and reports as requested.
- Utilize standard health instruments and First Aid supplies and operate a variety of medical equipment such as thermometers, blood pressure units, nebulizers and inhalers, suction, gastronomy tube feeding, catheterization, oxygen administration, etc. with training from the credentialed district nurse.
- Operate a variety of office equipment including a copier, fax machine, etc.
- Assist with coordinating and arranging vision, hearing, and other screening tests for students as directed.
- Assist with various trainings as needed.
- Research health information and medical issues as needed.
- Prepare and provide medications and related instructions for teachers and staff for field trips under the guidance of the credentialed district nurse.
- Maintain the Health Office in a clean, orderly, sanitary, and safe condition.
- Attend and participate in various meetings as requested; assist in ordering, receiving, and maintaining inventory of Health Office and First Aid supplies for classrooms, as required.
- Update necessary Emergency Supplies as needed.
- Respond effectively and appropriately to emergency situations. Administer CPR if needed.
- Meet schedules and timelines.
- Communicate effectively both orally and in writing. Understand and perform confidential record keeping and report preparation techniques.
- Observe health and safety regulations.
- Indoor/outdoor classroom environment may include but is not limited to: Riding on a school bus, exposure to bodily fluids, infectious disease, and cleaning agents/fumes, and driving a vehicle to conduct District business.
- Oversight of specialized physical healthcare services tasks must be provided by a licensed credentialed school nurse, certified public health nurse, or licensed physician/surgeon. The supervisor shall provide the training needed to perform specialized healthcare procedures and shall specify the level of oversight required. The supervisor documents the initial training as well as periodic evaluation and review of procedures assigned.
- Perform related duties as assigned.

- Understand/identify communicable diseases.
- Ability to establish and maintain cooperative and effective working relationships with others.
- Report child abuse.
- Remain calm in an emergency situation. Ability to implement First Aid and CPR procedures.
- Follow proper dispensing and administration of medications to training and the California Ed code.
- Clean and sterile treatment techniques.

PHYSICAL ABILITIES:

The physical demand described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

- While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel object, tools, or controls, and talk or hear. The employee frequently is required to stand, walk, and sit. The employee is occasionally required to reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; and taste or smell.
- The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- Ability to perform special handling of students with physical disabilities; must have the strength and dexterity to physically assist students.
- Ability to sit at a table or desk or stand for extended periods of time.
- Bending at the waist, kneeling or crouching to reach materials and work with students.
- Use lower body mobility to stand, walk, stoop, and bend to perform tasks such as lifting equipment from floor to other locations.
- Ability to move quickly to monitor and assist students.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Work environment includes working directly with students. The employee must be prepared to handle accidents and emergencies at any time. The job entails potential for exposure to blood borne pathogens and communicable diseases and for interaction with disruptive and/or unruly individuals.
- Time/site can be adjusted during the work year depending on need of students.

- The noise level in the work environment is usually moderate.

CABRILLO UNIFIED SCHOOL DISTRICT

CLASS TITLE: HEALTH TECHNICIAN I
CSEA SALARY RANGE: 45

BASIC FUNCTION:

Under the guidance of the Cabrillo Credentialed District Nurse and under the direct supervision of the Principal/Assistant Principal, the Health Technician I will perform a variety of technical duties in support of student health services. Perform specialized health care services for pupils with disabilities and chronic health problems at one or more school sites, administer basic First Aid, dispense medications and screen ill or injured students, serve as a liaison, and coordinate communications and information in support of Student Health Services.

QUALIFICATIONS:

- LVN with two years' acute health care experience working with children, adolescents, and the public
- Experience handling First Aid situations, emotional issues, and chronic health issues such as diabetes, seizure disorders, etc.
- Valid California LVN licensed required
- Have and maintain First Aid and CPR Certificate issued by an authorized agency. Responsible for renewal every two years.
- Have and maintain California driver's license
- Satisfactory work history
- Successful experience demonstrating tact, courtesy, positive attitude, and maintaining cooperative relationships with those contacted during the course of work
- Applies nursing skills to work at a level appropriate to licensure
- Computer skills
- Good communication skills
- Understands the professional conduct of confidentiality

REPRESENTATIVE DUTIES:

- Observe health and safety regulations
- Perform a variety of technical duties in support of Student Health Services; screen and assess medical conditions of students; respond to student health issues and problems; notify parents, staff, and health agencies of student injury or emergencies as necessary under the supervision of the credentialed district nurse
- Serve as part of a Medical Team in the event of a disaster occurring on site
- Administer First Aid and provide medical care and treatment to students as appropriate; may include take/ record temperatures; perform first aid procedures and CPR in emergency situations as needed; dispense medications according to health care provider's instructions, under the LVN license and trained by the credentialed district nurse

- Serve as a liaison and coordinate health-services and related communications and information between the District Nurse, students, parents, and staff; follow up on health issues to assure student needs are being met
- Prepare, maintain, and update a variety of student records, logs, reports, and files related to health, emergency information, immunization, medications, health office visits, illnesses, screenings, accidents, health absences, medical issues, and assigned activities according to district practice
- Compile, assemble, and verify student health information; prepare, process, and assure accuracy and completeness of various health forms and paperwork; contact parents to request additional forms, PE and MD notes, and other documents and information as needed
- Input a variety of student health data and other information into an assigned computer system; maintain automated records and files; generate computerized lists and reports as requested
- Utilize standard health instruments and First Aid supplies and operate a variety of medical equipment such as thermometers, blood pressure units, nebulizers and inhalers, suction, gastronomy tube feeding, catheterization, oxygen administration, etc. with training from the credentialed district nurse
- Operate a variety of office equipment including a copier, fax machine, etc.
- Assist with coordinating and arranging vision, hearing, and other screening tests for students as directed
- Assist with various trainings as needed
- Research health information and medical issues as needed
- Prepare and provide medications and related instructions for teachers and staff for field trips
- Maintain the Health Office in a clean, orderly, sanitary, and safe condition
- Attend and participate in various meetings as requested; assist in ordering, receiving, and maintaining inventory of Health Office and First Aid supplies for classrooms, as required
- Update necessary Emergency Supplies as needed
- Respond effectively and appropriately to emergency situations. Administer CPR if needed.
- Meet schedules and timelines
- May include covering medical issues of student on playground, field trips, and school bus
- Communicate effectively both orally and in writing
- Operate a computer and assigned software
- Perform related duties as assigned
- Ability to establish and maintain cooperative and effective working relationships with others
- Hours are determined by the hours students are in school
- Reports child abuse

PHYSICAL ABILITIES:

The physical demand described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

- While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel object, tools, or controls, and talk or hear. The employee frequently is required to stand, walk, and sit. The employee is occasionally required to reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; and taste or smell.
- The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Work environment includes working directly with students. The employee must be prepared to handle accidents and emergencies at any time. The job entails potential for exposure to blood borne pathogens and communicable diseases and for interaction with disruptive and/or unruly individuals.
- Time/site can be adjusted during the work year depending on need of students.
- The noise level in the work environment is usually moderate.

CABRILLO UNIFIED SCHOOL DISTRICT

CLASS TITLE: HEALTH TECHNICIAN II
CSEA SALARY RANGE: 51

BASIC FUNCTION:

Under the guidance of the Cabrillo Credentialed District Nurse and under the direct supervision of the Principal/Assistant Principal, the Health Technician II will perform a variety of technical duties in support of student health services. Perform specialized health care services for pupils with disabilities and chronic health problems at one or more school sites, administer basic First Aid, dispense medications and screen ill or injured students, serve as a liaison, and coordinate communications and information in support of Student Health Services.

QUALIFICATIONS:

- RN with two years' acute health care experience working with children, adolescents, and the public
- Preferred B.S. degree and one-year experience in school setting
- Experience handling First Aid situations, emotional issues, and chronic health issues such as diabetes, seizure disorders, etc.
- Valid California RN license is required
- Have and maintain First Aid and CPR Certificate issued by an authorized agency
- Responsible for renewal every two years
- Have and maintain California driver's license
- Satisfactory work history
- Successful experience demonstrating tact, courtesy, positive attitude, and maintaining cooperative relationships with those contacted during the course of work
- Applies nursing skills to work at a level appropriate to licensure
- Computer skills
- Good communication skills
- Understands the professional conduct of confidentiality

REPRESENTATIVE DUTIES:

This position description is not intended to be an exhaustive list of all duties, knowledge, or ability associated with this classification but is intended to accurately reflect the principal job elements.

- Observe health and safety regulations
- Perform a variety of technical duties in support of Student Health Services; screen and assess medical conditions of students; respond to student health issues and problems; notify parents, staff, and health agencies of student injury or emergencies as necessary under the guidance of the credentialed district nurse

- Serve as part of a Medical Team in the event of a disaster occurring on site
- Able to do comprehensive assessment of physical health care needs, review records/consult with parents, health care providers, and school staff to develop individualized school health care plans and emergency care plans. Interprets physician orders, implementation, and evaluation of orders under the guidance of the credentialed district nurse.
- Case manage communicable diseases under the guidance of the credentialed district nurse
- Provide individual health counseling and health management for the students, staff, and families. Provide health education.
- Participate as a member of the multi-tiered system of student support
- Administer First Aid and provide medical care and treatment to students as appropriate; may include take/ record temperatures; perform first aid procedures and CPR in emergency situations as needed; dispense medications according to health care provider's instructions, under the RN license and trained by the credentialed district nurse
- Serve as a liaison and coordinate health-services and related communications and information between the District Nurse, students, parents and staff; follow up on health issues to assure student needs are being met
- Prepare, maintain, and update a variety of student records, logs, reports, and files related to health, emergency information, immunization, medications, health office visits, illnesses, screenings, accidents, health absences, medical issues and assigned activities according to district practice
- Compile, assemble, and verify student health information; prepare, process, and assure accuracy and completeness of various health forms and paperwork; contact parents to request additional forms, PE and MD notes, and other documents and information as needed
- Input a variety of student health data and other information into an assigned computer system; maintain automated records and files; generate computerized lists and reports as requested
- Utilize standard health instruments and First Aid supplies and operate a variety of medical equipment such as thermometers, blood pressure units, nebulizers and inhalers, suction, gastronomy tube feeding, catheterization, oxygen administration, etc. with training from the credentialed district nurse
- Operate a variety of office equipment including a copier, fax machine, etc.
- Assist with coordinating and arranging vision, hearing, and other screening tests for students as directed
- Assist with various trainings as needed
- Research health information and medical issues as needed
- Prepare and provide medications and related instructions for teachers and staff for field trips
- Maintain the Health Office in a clean, orderly, sanitary, and safe condition
- Attend and participate in various meetings as requested; assist in ordering, receiving, and maintaining inventory of Health Office and First Aid supplies for classrooms, as required
- Update necessary Emergency Supplies as needed
- Respond effectively and appropriately to emergency situations. Administer CPR if needed.

- Meet schedules and timelines
- May include covering medical issues of student on playground, field trips, and school bus
- Communicate effectively both orally and in writing
- Operate a computer and assigned software
- Perform related duties as assigned.
- Ability to establish and maintain cooperative and effective working relationships with others
- Hours are determined by the hours students are in school
- Report child abuse

KNOWLEDGE, SKILLS, AND ABILITIES:

- Exercise good judgement
- Thorough knowledge of health and safety regulations
- Health office and related medical practices, terminology, procedures, and equipment
- General diagnostic methods for illnesses, injuries, and medical emergencies
- Help maintain a calm atmosphere in the health office and main office of the school
- Remain calm in an emergency situation
- Follow proper dispensing and administration of medications to the California Ed code and RN license board
- General health care practices and procedures
- Clean and sterile treatment techniques
- Operation of a computer and assigned software
- Methods of collecting and organizing data and information
- Modern office practices, procedures, and equipment
- Confidential record-keeping and report preparation techniques
- Oral and written communication skills
- Ability to implement First Aid and CPR procedures
- Interpersonal skills including tact, patience, and courtesy
- Ability to identify communicable diseases

PHYSICAL ABILITIES:

The physical demand described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

- While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel objects, tools, or controls, and talk or hear. The employee frequently is required to stand, walk, and sit. The employee is occasionally required to reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; and taste or smell.
- The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Work environment includes working directly with students. The employee must be prepared to handle accidents and emergencies at any time. The job entails potential for exposure to blood borne pathogens and communicable diseases and for interaction with disruptive and/or unruly individuals.
- Time/site can be adjusted during the work year depending on need of students.
- The noise level in the work environment is usually moderate.

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GOVERNING BOARD
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MEMORANDUM

MEETING DATE: May 27, 2020
TO: Members of the Governing Board
FROM: Holly Wade, Ph.D., Assistant Superintendent, Educational Support Services
Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Action
RECOMMENDATION: Approve Literacy Teacher on Special Assignment (TOSA) Position

BACKGROUND INFORMATION

For some years now, the work of supporting the literacy development of our students has been shared between general education teachers and our team of reading specialists at each of CUSD's elementary schools, including Hatch, El Granada, and Farallone View. This work continues to be a district priority, and CUSD continues to pursue continuous improvement strategies required to reach and teach every child, every day.

The needs of the students continue to change, and there are also continuing needs for the District to adapt to best practices in reading intervention delivery services. As the District moves closer to its design and implementation of a Multi-Tiered System of Supports, this position is necessary to help address student literacy development. This position will continue the work of the Dyslexia Planning Committee and will help to unify assessment and intervention efforts across all school sites, including needs identified at King's Mountain Elementary School.

FINANCIAL IMPACT

There is no financial impact to the General Fund. LCFF Supplemental funds would be used to augment the salary in order to address the increased requirements of this position.

CABRILLO UNIFIED SCHOOL DISTRICT

CLASS TITLE: Teacher on Special Assignment (TOSA), Elementary Literacy, PK-5

BASIC FUNCTION:

Under the direction of the Assistant Superintendent of Curriculum and Instruction, assist administrators and staff at school sites with the implementation, monitoring, and support of professional learning and student intervention to deliver high quality Tier 1-3 language and literacy instruction based on the multi-tiered system of supports (MTSS) model in an effort to accelerate academic growth for identified student groups.

QUALIFICATIONS:

- Valid California teaching credential
- Minimum of 5 years of experience as an elementary classroom teacher actively involved in the teaching of literacy, preferably in both primary and intermediate grades

RESPONSIBILITIES:

- Collaborate with K-5 teachers at assigned sites to provide coaching support and lesson modeling for the teachers, with an emphasis on closing the achievement gap and differentiating instruction to meet the needs of a range of learners
- Work individually or with small groups of identified students to provide Tier 2 and Tier 3 intensive intervention support based on district priorities
- Assist in supporting Strategic Plan/ LCAP goals and implementing District CCSS initiatives
- Identify materials/resources to support effective instruction in all areas of literacy, including literacy in the content areas
- Oversee and collaborate with the district reading intervention teachers to implement a strategic district level approach to reading using the MTSS Framework and a continuous improvement cycle to include professional learning through workshops, coaching, and lesson modeling
- Support language and literacy program activities, curriculum pilot/adoptions, English Learner reclassification processes related to literacy, and family engagement related to literacy, as needed
- Support the development and implementation of district academic policies, systems, and curricula in the context of school-wide improvement initiatives
- Design and support site-based and District professional learning opportunities, including those that meet the needs of teachers new to CUSD
- Collaborate with the Assistant Superintendent of Curriculum and Instruction on protocols for the collection, analysis, and dissemination of literacy data through appropriate formative and summative assessments
- Plan and implement meaningful parent input and engagement opportunities as they relate to literacy
- Develop and identify remote learning platforms for district-wide use

- Demonstrate effective ways to integrate technology into lessons that support student learning in reading, writing, listening, and speaking
- Maintain current knowledge of research and best practices in order to support implementation within schools
- Perform other duties as assigned (may include evening hours for presentations)

KNOWLEDGE:

- Adult learning theory, current research, and best practices of professional development
- Advanced training and expertise in literacy best practices, including Readers and Writers Workshop, District Adopted Curriculum, and EL instruction
- Knowledge of and willingness to keep up-to-date with current research and new professional resources

EXPERIENCE:

- Successful teaching experience in language and literacy at the elementary and/or middle school level
- Experience in leadership roles with increasing responsibility
- Reading specialist certification preferred
- Familiarity with the California Common Core ELA Standard
- Experience/willingness to co-plan, co-teach, and coach classroom teachers in grades PK-5
- Experience designing and leading workshops, presentations, study groups, and committees
- Strong organizational and communication skills desirable
- Ability to work on a team with a variety of learning styles
- Experience working with students from diverse backgrounds
- Understanding of the needs of EL learners and effective instructional practices that support the development of English and literacy skills
- Ability to use technology as a tool to support student learning
- Ability to pass a Department of Justice (DOJ) fingerprint clearance
- Completion of a Bachelor's degree, with a Master's preferred
- Legal authorization to work in the U.S.
- Possession of a *clear and valid* California Teaching Credential, in appropriate content area, as required by the California Education Code
- Possession of an English Learner Authorization (CLAD or BCLAD), as per Board policy, may be required
- Within 60 days of hire, provision of TB (tuberculin) clearance, as mandated by the California Education Code

PHYSICAL ABILITIES:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

- While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel objects, tools, or controls, and to talk or hear. The employee frequently is required to stand, walk, and sit. The employee is occasionally required to reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; and taste or smell.
- The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Work environment includes working directly with students. The employee must be prepared to handle accidents and emergencies at any time. The job entails potential for exposure to blood borne pathogens and communicable diseases and for interaction with disruptive and/or unruly individuals.
- Time/site can be adjusted during the work year depending on need of students.

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
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Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: May 27, 2020
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Action
RECOMMENDATION: Approve California Governor's Office of Emergency Services (Cal OES) Form 130 Designation of Applicant's Agent Resolution for Non-State Agencies

BACKGROUND INFORMATION

The California Governor's Office of Emergency Services (Cal OES) manages Federal Emergency Management Agency (FEMA) Public Assistance programs. Since the Coronavirus Disease (COVID-19) was declared a pandemic, districts may apply for FEMA Assistance under the Disaster Relief and Emergency Assistance Act. Districts may be reimbursed for eligible emergency protective measures taken to respond to the COVID-19 emergency.

REPORT/PROPOSAL

To qualify for FEMA public assistance under section 502 of the Disaster Relief and Emergency Assistance Act, staff recommends the Board approve Resolution No. 18-20 to authorize Cabrillo Unified School District Superintendent or Chief Business Officer to apply for federal financial assistance in alignment with Cal OES procedures.

STATE OF CALIFORNIA
GOVERNOR'S OFFICE OF EMERGENCY SERVICES Cal OES ID No: _____
Cal OES 130

RESOLUTION NO. 18-20
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

DESIGNATION OF APPLICANT'S AGENT RESOLUTION FOR NON-STATE AGENCIES

BE IT RESOLVED BY THE GOVERNING BOARD OF THE CABRILLO UNIFIED SCHOOL DISTRICT

THAT Sean McPhetridge, Ed.D., Superintendent, or J Jesus Contreras, Chief Business Officer, are hereby authorized to execute for and on behalf of the Cabrillo Unified School District, a public entity established under the laws of the State of California, this application and to file it with the California Governor's Office of Emergency Services for the purpose of obtaining certain federal financial assistance under Public Law 93-288 as amended by the Robert T. Stafford Disaster Relief and Emergency Assistance Act of 1988, and/or state financial assistance under the California Disaster Assistance Act.

THAT the Cabrillo Unified School District, a public entity established under the laws of the State of California, hereby authorizes its agent(s) to provide to the Governor's Office of Emergency Services for all matters pertaining to such state disaster assistance the assurances and agreements required.

Please check the appropriate box below:

☒ This is a universal resolution and is effective for all open and future disasters up to three (3) years following the date of approval below.
☐ This is a disaster specific resolution and is effective for only disaster number(s) _____

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 14th day of May, 2020, by the following vote:

Mary Beth Alexander:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Lizet Cortes:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Kimberly Hines:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Sophia Layne:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Freya McCamant:	_____	Aye	_____	No	_____	Abstain	_____ Absent

CERTIFICATION

I, Sean McPhetridge, Ed.D., duly appointed and Secretary of Governing Board, do hereby certify that the above is a true and correct copy of a Resolution No.18-20 passed and approved by the Governing Board of the Cabrillo Unified School District on the 27th day of May, 2020.

_____
Sean McPhetridge, Ed.D.
Secretary of the Governing Board
Cabrillo Unified School District

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

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

MEMORANDUM

MEETING DATE: May 27, 2020
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
Crawford School Business Consulting
CATEGORY: Action
RECOMMENDATION: Approve the Purchase of Eight Modular Classrooms from Class Leasing

BACKGROUND INFORMATION

The Cabrillo USD leased eight modular classrooms from Class Leasing for the Cunha Building C mold mitigation project. With the project completion, the district could return the buildings to Class Leasing or purchase the buildings.

REPORT/PROPOSAL

If Cabrillo USD chooses to return the modular classrooms, this will cost the District nearly the same as the price it will cost the District to purchase them. If we purchase the modular classrooms, we could potentially use them later at El Granada and Farallone View for temporary housing as we plan to renovate those sites and sell them at the end of the work. This should save the district about $70,000 in lease payments and possibly $20,000-$30,000 on the sale after completion. Staff recommends purchase of these modular classrooms to turn a district liability into a district asset with negligible comparative cost.

FINANCIAL IMPACT

Bond Fund will cover this expense.

Return the buildings:

Disassemble, pick-up, and transport	$92,000
Disconnect from electrical and reconnect remaining district buildings	$100,000
Grading, paving, and fencing after removal	$50,000
	$242,000

Purchase buildings:

Cost to Purchase	$277,076.40

QUOTATION

Class Leasing
1320 W. Oleander Ave, Perris, CA 92571

Lori Whittington
Vice President of Sales
Lori@classleasing.net
Ofc: 951.943.1908
Cell: 951.293.1589

District: Cabrillo Unified School District
498 Kelly Ave.
Half Moon Bay, CA 94019

Attn: James Crawford
Email: jcrawfordconsult@gmail.com
Phone: (408) 410-5983

Site Location: Manuel F. Cunha Intermediate School
600 Church Street
Half Moon Bay, CA 94019

Site Contact: James Crawford
Email: jcrawfordconsult@gmail.com
Phone: (408) 410-5983

DESCRIPTION (Sale Pricing)

	Description	Qty.	UOM	Unit Price	Total Charge
A)	24' X 40' Classroom, DSA approved, Purchase off Leas, AS IS Sale	8		$ 34,634.55	$ 277,076.40
				Sub-Total - Sale:	**$ 277,076.40**

MOBILIZATION (One-Time Charges)

	Description	Qty.	UOM	Unit Price	Total Charge
B)	Existing 24' X 40' classrooms onsite, Lease #1041	8		$ -	$ -
				Sub-Total - Mobilization:	**$ -**
				TOTAL CONTRACT:	**$ 277,076.40**

Pricing: This proposal is good for 30-days.
Delivery: Classrooms are existing onsite at Cunha Intermediate School.
Special Notes: Lease ends upon receipt of payment in full. This proposal if for a "Purchase Off Rent" of existing classrooms from Lease #1041.

EXCLUSIONS

THIS PROPOSAL DOES NOT INCLUDE ANY OF THE FOLLOWING

1. Engineering beyond Class Leasing DSA (Division of State Architect) Modular Engineering
2. Packages for State Modular Certification; unless stated otherwise herein.
3. Services, manifolds, conduits, panels, meters, disconnects, connections, etc. to site electrical
4. or gas services; unless stated otherwise herein.
5. Any voice, security, notification, fire alarm or fire suppressions systems; unless stated
6. otherwise herein.
7. FFE, signage, HVAC testing and balancing, condensation drains, etc.;
8. unless stated otherwise herein.
9. Seismic separation (4" common wall foundation), option is available at an additional charge.
10. DSA site project approvals
11. Building permit submittal, and final site & building approval
12. Fire sprinklers, fire rating, or fire alarms
13. Concrete foundation
14. City permits, escorts, pilot cars
15. Transition of ramp toe to grade; ramps are fixed at 11' feet in length, transition to grade by District
16. Soundboard interior walls, unless otherwise noted herein
17. On site inspections
18. Connection of site utilities, FA & low voltage systems
19. Extraordinary cost related to rad closure or specialty moving permits, access, and transportion
20. Class Leasing is not responsibible for STC ratings, unless specifically stated.
21. Class Leasing is not responsible for delays with the coastal commision, air pollution, FAA permits and restrictions
22. Pricing for proposal common wall foundation is based upon a required level site, assuming tollerances, as
23. Additional ramp and/or handrail extension beyond what is quoted above. Option is available at an additional charge
24. Security screens or security doors
25. Handling of, mitigation, or remediation of any hazardous materials
26. Anything not specifically included is excluded

REFERENCE DOCUMENTS

Building Drawing No. .....
Building Specifications/PC Dated: .....
RFP Documents: .....

Class Leasing Standard Sale Agreement & Proposal

ACCEPTANCE & ACKNOWLEDGEMENTS

This proposal is subject to Class Leasing, LLC, herein known as "Class Leasing" credit approval of Customer. Equipment is subject to availability. By signing below customer accepts the terms of this proposal including prices, specifications and referenced documentation, and instructs Class Leasing to make appropriate arrangements for the preparation and manufacturer of the Equipment identified herein and agrees that such signature constitutes customer's acceptance of agreement to the Class Leasing Sales Agreement. Such sale, and the customer's agreement thereto, is subject to Class Leasing's standard terms and conditior are incorporated by reference herein. Customer may request a copy of the terms and conditions from Class Leasing. No alterations, additions, exceptions, or changes to any Proposal or Agreement made by Customer shall be effective against Class Leasing, whether made hereon, contained in any printed form of S or elsewhere, unless accepted in writing by Class Leasing. Any customer purchase order or other customer-provided document purporting to replace, superse or supplement the terms and conditions of the Class Leasing Sale Agreement shall carry no force or effect except as an instrument of billing.

CLASS LEASING, LLC

Signature: *Lori Whittington*
Name: Lori Whittington
Title: Vice President of Sales
Date: May 15, 2020

CUSTOMER

Signature: .....
Name: .....
Title: .....
Date: .....

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: May 27, 2020
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
James Crawford, Consultant, Crawford School Business
CATEGORY: Action
RECOMMENDATION: Approve Entering an Energy Services Agreement with Syserco

BACKGROUND INFORMATION

In November of 2019, the District engaged with Syserco Energy Solutions (SES) to perform an Investment Grade Audit (IGA) to identify opportunities at all District-owned facilities where Energy Conservation and Facility Improvement measures exist. SES was tasked with identifying and developing Energy Conservation Measures (ECMs) that align with the short and long-term goals of the District and provide tangible benefits to the District. The District's primary goals included the following:

- Ongoing Utility and Operational Cost Savings
- Repair and/or Replacement of old, antiquated, and failing equipment and systems
- Overall Reduction of Energy Consumption at all District Sites
- Improved Learning Conditions by Providing Improved Space Conditions
- Reduction of Ongoing Issues Associated with Temperature and Space Control in Classrooms and Common Areas
- Improved Safety Conditions Resulting from Improved Lighting & Reduction of Chemicals on Campuses
- Reduction of Greenhouse Gas Emissions and District Carbon Footprint
- Utilize Technology and Project Results as an Educational Platform for Students & Staff
- Educate Community on Positive Results of Project & District Sustainability Initiatives

SES was engaged by the District to develop ECMs that include the following Scopes of Work:

- LED Lighting Retrofits
- HVAC Equipment Repair and/or Replacement
- Energy Management & Temperature Control Systems
- Water Conservation
- Electrical Power Quality Improvements
- Transformer Replacements
- Solar PV Power Generation
- Battery Storage for Resiliency and Backup

During the IGA process, the District and SES prioritized the development of ECMs in such a way that the District will initially implement ECMs that focus on Utility Cost savings by reducing energy consumption and repair/replacement of critical equipment that has been prioritized by District staff. Following the identification and approval of ECMs that will lower energy use at each site, SES and the District will then develop Solar PV and Battery Storage measures that are focused on reducing (and possibly eliminating) the remaining electrical load at each site. At the conclusion of this entire effort, the District aims to approach "Zero Net Energy" status, thus reducing ongoing dependence on Utility Providers to power the schools.

Over the past (5) months, SES has worked with District Staff to develop the Energy Efficiency and Facility Improvement Measures that are most aligned with District goals. The “project” that SES has developed provides details associated with Scope of Work, Project Cost, Annual Utility & Operational Savings, and Utility Rebates that are eligible to be applied to the project. Upon Governing Board approval of the project, the District will execute an Energy Services Agreement for the implementation of the project. While SES begins the implementation of the project, SES will continue with the Project Development of Solar PV and Battery Storage and these ECMs will be presented to the Governing Board for review and consideration at a future date, to be determined.

REPORT/PROPOSAL

The past five months have been a collaborative effort by District Staff and SES to identify and develop measures that are closely aligned with District goals. SES has completed the Project Development of Energy Efficiency and Facility Infrastructure Improvement ECMs. A summary of the project is provided by SES to District as an Energy Services Proposal (ESP). The ESP includes project details including Scope of Work, Project Implementation Schedule, Project Cost, Annual Utility and Operational Savings, and Utility Rebates.

Per California Government Code 4217.12, the Governing Board may authorize acceptance of the ESP proposal by SES under the CA Government Code 4217 criteria that projects resulting from the Project Development analysis will save enough energy over the useful life of installed equipment to provide a positive Return-On-Investment by the District. This project meets all CA Government Code 4217 requirements, and project approval by the Governing Board shall authorize District Staff to execute an Energy Services Agreement with SES to begin implementation of the project.

FINANCIAL IMPACT

The Total Cost to the District for the project, as detailed in the ESP, is $1,786,768. The Project Price is a Lump Sum Firm Fixed price utilizing a Design-Build project model that includes all services required for a complete project. The Energy Services Agreement shall be executed by District and SES, and SES shall be responsible for providing all services including Labor, Materials, Project Management, Site Supervision, Design Engineering, Permitting & Code Compliance, Commissioning, Training, and Project Closeout. The project shall be funded utilizing Measure M Bond Funds.

Exhibit A
Energy Services Proposal

Prepared for Cabrillo Unified School District, Half Moon Bay, CA



Date Submitted: May 14, 2020

Presented by: Chad Olsen, PE, CEM
Gabe Johnson, CEM

Doc Revision: R01

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SECTION 0 – EXECUTIVE SUMMARY

Cabrillo Unified School District selected Syserco Energy Solutions as its Design-Build Contractor for District-wide Energy Efficiency Upgrades. The process of developing the Energy Conservation Measures (ECMs) for the District involved performing an Investment Grade Audit (IGA) of the District's facilities. The IGA established a historical energy use baseline and identified Facility Improvement and ECMs that address the primary objectives of the District.

Syserco Energy Solutions is pleased to present the following energy efficiency and facility improvement project to Cabrillo USD. This project represents the approved Scope of Work by District Staff and shall result in improved facility conditions and significant operational cost reductions for the District.

The primary goal of this Project is to implement ECMs that maximize operational savings. Secondary goals include replacing aged and/or failing equipment, improved space conditions for students and staff, future capital cost avoidance, and the reduction of greenhouse gases across the District.

The following table represents baseline utility consumption and associated savings, shown in Units of Energy, that will result from the implementation of this project:

Utility Use Savings	HMB_HS	CUNHA_IS	HATCH_ES	PILARCITOS_HS	KINGS_MTN_ES	DIST_OFF	TOTAL	UNITS
2019 Actual Elect Use	583,312	434,513	185,590	0	57,598	119,140	1,380,152	kWh/yr
2019 Actual Gas Use	43,044	16,549	5,581	0	0	10,460	75,634	therms/yr
2019 Actual Water Use	5,089	2,395	868	86	191	232	8,861	CCF/yr
Total Electrical Savings	276,384	179,475	20,476	2,940	13,340	42,530	535,144	kWh/yr
Savings from Lighting	71,705	54,279	18,718	2,940	12,844	36,542	197,027	kWh/yr
Savings from HVAC	62,035	35,052	0	0	0	4,021	101,108	kWh/yr
Savings from Balance	142,644	90,144	1,758	0	496	1,967	237,009	kWh/yr
Total Gas Savings	2,981	2,002	0	29	0	367	5,379	therms/yr
Savings from DHW	2,919	521	0	0	0	367	3,807	therms/yr
Savings from Balance	62	1,481	0	29	0	0	1,572	therms/yr
Total Water Savings	1,148	1,348	320	44	93	87	3,041	CCF/yr
Proposed Elec Use	306,928	255,038	165,114	-2,940	44,258	76,610	845,008	kWh/yr
Proposed Gas Use	40,063	14,547	5,581	-29	0	10,093	70,255	therms/yr
Proposed Water Use	3,941	1,047	548	42	98	145	5,820	CCF/yr
Proposed Elec Saving %	47.4%	41.3%	11.0%	0.0%	23.2%	35.7%	38.8%	--
Proposed Gas Savings %	6.9%	12.1%	0.0%	0.0%	0.0%	3.5%	7.1%	--
Proposed Water Savings %	22.6%	56.3%	36.9%	51.2%	48.8%	37.7%	34.3%	--

Note: At Pilarcitos HS, not all utilities are individually metered, thus resulting in Savings in excess of Use

The following table represents baseline utility consumption and associated savings, shown in dollars, that will result from the implementation of this project.

Utility Cost Savings	HMB_HS	CUNHA_IS	HATCH_ES	PILARCITOS_HS	KINGS_MTN_ES	DIST_OFF	TOTAL	UNITS
2019 Actual Elect Use	$96,728	$74,567	$42,776	$0	$12,957	$25,360	$252,387	$/yr
2019 Actual Gas Use	$56,278	$21,946	$6,749	$0	$0	$12,575	$97,549	$/yr
2019 Actual Water Use	$114,497	$34,878	$16,055	$1,664	$1,819	$4,887	$173,800	$/yr
Total Electrical Savings	$47,894	$32,186	$4,932	$654	$3,136	$9,460	$98,261	$/yr
Total Gas Savings	$4,073	$2,774	$0	$36	$0	$461	$7,345	$/yr
Total Water Savings	$29,487	$26,139	$5,921	$852	$887	$1,700	$64,986	$/yr
Total Utility Savings	$81,454	$61,099	$10,852	$1,542	$4,023	$11,621	$170,592	$/yr
Est Annual Savings %	30.4%	46.5%	16.5%	92.7%	27.2%	27.1%	32.6%	--

Note: At Pilarcitos HS, not all utilities are individually metered, thus resulting in a higher estimate of Annual Savings %.

The following table represents the firm-fixed Project Cost, and estimated Utility Rebates, resulting in the Net Project Cost to the District.

Project Cost	$1,786,768
Estimated Rebates	$9,280
Estimated Net Cost to Cabrillo USD	**$1,777,488**
Contract Value to Cabrillo USD	$1,786,768

The following table represents Annual Dollar Savings, Price, and Anticipated Greenhouse Gas Emissions for each Site:

Short Name	Scope Description	Total 1st Year Cost Savings ($/yr)	ECM Price ($)	Total Emissions Savings (mtCO2/yr)
HMB_HS	* (1) HYDRONIC SYSTEM EFFICIENCY * (23) FAN MOTOR UPGRADES * LED LIGHITNG UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE * (3) TRANSFORMER REPLACEMENT * (1) POWER QUALITY IMPLEMENTATION	$85,644	$835,129	140
CUNHA_IS	* (12) REP BLDG E THERMOSTATS W/ WIRELESS * (1) MPR CONTROLS INTEGRATION * (2) HYDRONIC SYSTEM EFFICIENCY * (13) FAN MOTOR UPGRADES * LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE * (1) POWER QUALITY IMPLEMENTATION	$64,758	$646,039	91
HATCH_ES	* LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE	$12,001	$118,463	9
PILARCITOS_HS	* LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE	$1,685	$20,064	1
KINGS_MTN_ES	* LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE	$4,161	$49,065	6
DIST_OFF	* (1) HYDRONIC SYSTEM EFFICIENCY * (1) FAN MOTOR REPLACEMENT * LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE	$11,680	$118,008	21
Total	--	**$179,928**	**$1,786,768**	**270**

SECTION 1 – INTRODUCTION

Syserco Energy Solutions is pleased to present this Energy Services Proposal (ESP) to Cabrillo Unified School District for the purpose of implementing the recommended ECMs as approved by District staff. By implementing this project, the District will realize improved occupant comfort conditions and reduced utility consumption resulting in ongoing maintenance and operational cost savings.

This ESP marks the culmination of a detailed energy and operational audit of the District's facilities, during which resource consuming systems and equipment were analyzed to understand the potential for energy and operational cost savings. To develop the recommended project, experienced Energy Engineers, Project Managers and Project Developers from Syserco Energy Solutions have assessed and analyzed energy efficiency opportunities. Syserco Energy Solutions has investigated multiple means for accomplishing this goal, including retrofitting equipment or installation of new devices and/or employing enhanced strategies to improve operational efficiency.

1.1 TEAM EFFORT

Syserco Energy Solutions would like to thank members of District staff and facilities personnel who worked closely with our team throughout this process. Without their assistance, this project would not have been possible.

1.2 APPROACH

The IGA process involved numerous site visits, interaction with Cabrillo USD management and facilities staff, as well as a detailed analysis of existing equipment and systems, current utility consumption and any available logs and profiles of equipment. Studies of the energy usage, operating conditions and interviews with facility personnel were valuable sources of information that contributed greatly to this effort. Syserco Energy Solutions has taken into consideration the input provided and has integrated the various infrastructure needs of the District through the proposed ECMs.

SECTION 2 – SCOPE OF WORK

2.1 ENERGY CONSERVATION MEASURE (ECM) SUMMARY

For the detailed scope of work descriptions please refer to "2.6 ECM DESCRIPTIONS & DETAILED SCOPES OF WORK" in this section.

The following table highlights Unit Savings and Emissions Reductions for each Site.

Short Name	Scope Description	Elec Savings (kWh/yr)	Gas Savings (therms/yr)	Water Savings (CCF/yr)	Total Emissions Savings (mtCO2/yr)
HMB_HS	* (1) HYDRONIC SYSTEM EFFICIENCY * (23) FAN MOTOR UPGRADES * LED LIGHITNG UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE * (3) TRANSFORMER REPLACEMENT * (1) POWER QUALITY IMPLEMENTATION	276,384	2,981	1,148	140
CUNHA_IS	* (12) REP BLDG E THERMOSTATS W/ WIRELESS * (1) MPR CONTROLS INTEGRATION * (2) HYDRONIC SYSTEM EFFICIENCY * (13) FAN MOTOR UPGRADES * LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE * (1) POWER QUALITY IMPLEMENTATION	179,475	2,002	1,348	91
HATCH_ES	* LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE	20,476	0	320	9
PILARCITOS_HS	* LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE	2,940	29	44	1
KINGS_MTN_ES	* LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE	13,340	0	93	6
DIST_OFF	* (1) HYDRONIC SYSTEM EFFICIENCY * (1) FAN MOTOR REPLACEMENT * LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE	42,530	367	87	21
Total	--	**535,144**	**5,379**	**3,041**	**270**

The following table shows the cost savings per year and the ECM Price at each site.

Short Name	Scope Description	Elec Cost Savings ($/yr)	Gas Cost Savings ($/yr)	Water Cost Savings ($/yr)	OPEX Cost Savings ($/yr)	Total 1st Year Cost Savings ($/yr)	Estimated Rebates ($)	ECM Price ($)
HMB_HS	* (1) HYDRONIC SYSTEM EFFICIENCY * (23) FAN MOTOR UPGRADES * LED LIGHITNG UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE * (3) TRANSFORMER REPLACEMENT * (1) POWER QUALITY IMPLEMENTATION	$47,894	$4,073	$29,487	$4,190	$85,644	$5,040	$835,129
CUNHA_IS	* (12) REP BLDG E THERMOSTATS W/ WIRELESS * (1) MPR CONTROLS INTEGRATION * (2) HYDRONIC SYSTEM EFFICIENCY * (13) FAN MOTOR UPGRADES * LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE * (1) POWER QUALITY IMPLEMENTATION	$32,186	$2,774	$26,139	$3,659	$64,758	$3,840	$646,039
HATCH_ES	* LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE	$4,932	$0	$5,921	$1,148	$12,001	$0	$118,463
PILARCITOS_HS	* LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE	$654	$36	$852	$142	$1,685	$0	$20,064
KINGS_MTN_ES	* LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE	$3,136	$0	$887	$137	$4,161	$0	$49,065
DIST_OFF	* (1) HYDRONIC SYSTEM EFFICIENCY * (1) FAN MOTOR REPLACEMENT * LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE	$9,460	$461	$1,700	$59	$11,680	$400	$118,008
Total	--	**$98,261**	**$7,345**	**$64,986**	**$9,335**	**$179,928**	**$9,280**	**$1,786,768**

Projected energy reduction and cost avoidance figures are calculated based upon existing building occupancy, operation and stipulated assumptions of performance. All calculations are based upon industry best practices and methodologies.

2.2 ENERGY SERVICES

Syserco Energy Solutions will include the following services related to this project:

1. ENERGY AUDIT: The energy audit is complete and results and Project Recommendation is presented in the ESP report.

2. DESIGN SERVICES: Syserco Energy Solutions will provide detailed mechanical engineering design as needed to install each ECM according to code and construction requirements. Syserco Energy Solutions will also provide Project/Construction Management Services, On-Site Supervision, Start-up, Testing, As-built drawings of systems designed, and relevant operations and maintenance manuals.

3. CONSTRUCTION: Syserco Energy Solutions will provide, or cause to be provided, all material, labor, and equipment, including paying for permits, fees, bonds, and insurance, as required for complete working installation of the proposed equipment.
    a. Syserco Energy Solutions will provide a Site Superintendent who will be responsible for the onsite supervision and coordination of trades and subcontractors. This individual's responsibilities will include regular work observations, quality control, enforcement of site specific safety plan, as well as coordinating any impact upon building occupants with the District.

b. Syserco Energy Solutions may perform portions of the contract work or may subcontract portions to qualified firms.
c. When Syserco Energy Solutions has completed the installation of the equipment, including start-up, operations verification, and training in accordance with the proposal, Syserco Energy Solutions will provide to District a "Notice of Commencement of Energy Savings".
d. At the conclusion of the project, Syserco Energy Solutions will submit a "Notice of Substantial Completion" to the District.

4. CONSTRUCTION MANAGEMENT: Syserco Energy Solutions will provide an experienced Construction Manager who will provide contract administration services for the Project. The District is expected to coordinate day-to-day communications with tenants and any scheduling of tenant relocations in and around occupied areas.

5. OPERATION TRAINING: Syserco Energy Solutions will provide on-going training of building staff during the construction and close out period. In addition to this, the manufacturer recommended training for all new and upgraded systems will be provided upon completion.

6. WARRANTY: Syserco Energy Solutions will warrant equipment and workmanship for (1) year following Notice of Substantial Completion. Specific information regarding equipment warranties will be passed on to District.

7. EQUIPMENT MAINTENANCE: Syserco Energy Solutions will provide no equipment maintenance or repairs after the warranty period. Following the completion of the installation and District acceptance of the equipment, the District shall provide all necessary service, repairs, and adjustments to the equipment so that the equipment will perform in the manner and to the extent set forth in the proposal. Syserco Energy Solutions shall have no obligation to service or maintain the equipment after the warranty period.

8. HAZARDOUS WASTE: The Work and Services expressly exclude any work of any nature associated or connected with the identification, abatement, cleanup, control, removal, or disposal of hazardous materials or substances, including but not limited to asbestos, lead, or PCBs. As of the Effective Date, District represents that, to the best of its knowledge, there is no hazardous material on the premises that may in any way relate to the Work or affect the ability of Syserco Energy Solutions to deliver the Work or Services. Prior to the Commencement Date, District shall provide to Syserco Energy Solutions a comprehensive good faith survey that at a minimum complies with applicable regulatory requirements, and identifies all actual or suspected hazardous materials, quantities, and specific locations of such materials on the premises. Failure to timely provide such good faith survey shall result in an equitable adjustment to project schedule. If Syserco Energy Solutions becomes aware of or suspects the presence of hazardous materials on the premises during the Work or Services, Syserco Energy Solutions shall notify District. District shall investigate and correct the suspected hazardous materials in accordance with all applicable laws. Syserco Energy Solutions shall have the right to stop work in the affected area until the suspected hazardous materials are investigated and remediated by District, and the project schedule shall be equitably adjusted relative to the duration of District's investigation and remediation of the suspected hazardous materials.

2.3 CLARIFICATIONS & EXCLUSIONS

2.3.1 CLARIFICATIONS

- All work to be performed during regular work hours with the exception of lighting, transformer replacement and power quality installation, which will be performed after work hours (after 4:00 PM) on weekdays.
- All field craft labor will comply with prevailing wage requirements and current California DIR.
- All existing field sensors, valves, actuators, conduit and wiring will be re-used unless specifically stated otherwise.
- Cabrillo USD to provide all required static IP addresses and Ethernet drops for equipment, related to improvements included in this project.
- All structural engineering related to the support of mechanical equipment as identified is included, all other structural work is excluded.
- It is assumed that the District will provide a laydown and storage area during the construction period.
- All permit drawings and permit fees required for the execution of the work are included.
- It is assumed that Cabrillo USD will provide electrical power to operate electrical construction tools and equipment.
- Proposal is based on reusing existing electrical circuits unless specifically stated.
- Assumes proper grounding exists for all electrical equipment.
- Pricing is based on a single phase project, multiple phases or extensions to schedule may constitute a change in scope and project schedule.
- A one-year warranty from date of Notice of Substantial Completion is included.

2.3.2 EXCLUSIONS

- Temporary heating, cooling, fans and domestic water are excluded.
- Any repair work for existing systems is to be excluded, all existing equipment is assumed to be in good working order.
- Work or other performance requirements shown in any other documents not stated in this proposal.
- Fire and life safety system programming or related work.
- Repairs or modifications to existing electrical, mechanical, controls, structural or other systems and code violations unless specifically stated in this scope.

2.4 EXTENT OF SUBCONTRACTING

Syserco Energy Solutions may subcontract portions of the final M/E/P design, equipment installation, start-up, and training of this contract to qualified firms.

2.5 PROJECT SCHEDULE

Final Construction Schedule start date shall be based upon execution of Contract as the predecessor milestone. A detailed Project Schedule will be provided during Construction Kickoff Meeting.

2.6 ECM DESCRIPTIONS & DETAILED SCOPE OF WORK

2.6.1 INTRODUCTION

A number of ECMs have been identified to meet the specific needs of the facilities. ECM identification and selection is the result of Syserco Energy Solution's detailed review of the sites, in conjunction with Cabrillo USD's building plans, specifications, physical equipment layouts, and site interviews with personnel. These ECMs are intended to improve the efficiency of the buildings through new equipment, repair, retrofit and reprogramming of the various systems in the buildings.

The following are the detailed description of each proposed ECM. Each description includes the existing and proposed conditions, design method, planned scope of work, and any operation and maintenance impacts.

2.6.2 DETAILED SCOPE OF WORK

1.0 – Building Automation Controls ECM's

ECM 1.02 – Upgrade Controls at Cunha IS

General Intent

The control systems operating Cunha are a mix of standalone thermostats, Honeywell and Alerton controls in the buildings. Building C and the Boys & Girls Club buildings are Alerton. Building A is controlled by Honeywell and Buildings D, E and MPR are stand-alone thermostats. This scope will replace the controls in the MPR and E buildings with new controls that will be integrated to the Alerton front-end system. These spaces will then be visible to the facilities operators and subject to scheduling and proactive maintenance procedures.

ECM Benefits

New Building Management System software and hardware will allow greater control with dynamic operation for the buildings to realize savings through reduced run time and optimized set points. This will also allow the facilities team to have real time access via internet connected devices to the system to trouble shoot issues, check status of equipment and systems, view trend logs, turn equipment on and off, etc.

Impacted Equipment

Building E: (12) forced-air furnaces
MPR Building: (1) Make-Up Air Unit and (2) thermostats

2.0 – HVAC ECM's

ECM 2.01 – Hydronic System Thermal Efficiency

General Intent

Half Moon Bay HS, Cunha IS and the District Office have hydronic heating systems utilized for space conditioning. These systems rely on water to transfer heat to or from the equipment through pipe. Water has a high surface tension factor and can be difficult transfer heat at the microscopic interface of water and pipe. This measure will install a 1% solution (based on system volume) of EndoTherm into each discrete hydronic system to reduce this inhibiting surface tension. This will allow improved surface contact between water and pipe allowing for increased heat transfer.

ECM Benefits

This measure will increase the thermal efficiency of the heating and cooling systems with no impact to daily operations.

Impacted Equipment

Half Moon Bay HS: (1) Heating Hot Water system
Cunha IS: (2) Heating Hot Water systems – Building A & C
District Office (1) Heating Hot Water system

ECM 2.02 – Install New Motors & V-Belts

General Intent

Existing equipment has standard induction motors supplying motive force to fans. This measure will replace these motors with new high efficiency switched reluctance motors, new cogged (notched) V-belts and pulleys.

ECM Benefits

By installing new high efficiency switched reluctance motors and cogged V-belts to packaged RTUs and condenser fans increased energy efficiency will be realized.

Impacted Equipment

Site Name	Bldg	Equip Tag	Motor Size (HP)	SMC HP	Frame	Voltage
CUNHA_IS	D	HP-1	1.5	2		460
CUNHA_IS	D	HP-2	1.5	2	56	460
CUNHA_IS	D	HP-3	1.5	2	56	460
CUNHA_IS	D	HP-4	1.5	2	56	460
CUNHA_IS	D	HP-5	1.5	2	56	460
CUNHA_IS	D	HP-6	1.5	2	56	460
CUNHA_IS	D	HP-7	1.5	2	56	460
CUNHA_IS	D	HP-8	1.5	2	56	460
CUNHA_IS	D	HP-9	1.5	2	56	460
CUNHA_IS	D	HP-10	1.5	2	56	460
CUNHA_IS	D	HP-11	2	2	56	460
CUNHA_IS	D	HV-1	5	5	184T	460
CUNHA_IS	D	HV-2	5	5	184T	460
HMB_HS	GYM	HV-1	5			
HMB_HS	GYM	HV-2	5			
HMB_HS	GYM	HV-3	5			
HMB_HS	GYM	HV-4	5			
HMB_HS	GYM	HV-9	2			
HMB_HS	K	AC-3	1.6	2	56	460
HMB_HS	K	AC-4	1.6	2	56	460

Site Name	Bldg	Equip Tag	Motor Size (HP)	SMC HP	Frame	Voltage
HMB_HS	K	AC-5	1.6	2	56	460
HMB_HS	K	AC-6	1.6	2	56	460
HMB_HS	K	AC-7		2	56	460
HMB_HS	K	HV-1	3	3	182T	460
HMB_HS	K	HV-10	3	3	182T	460
HMB_HS	K	HV-11	3	3	182T	460
HMB_HS	K	HV-2	3	3	182T	460
HMB_HS	K	HV-3	3	3	182T	460
HMB_HS	K	HV-4	3	3	182T	460
HMB_HS	K	HV-5	3	3	182T	460
HMB_HS	K	HV-6	3	3	182T	460
HMB_HS	K	HV-7	3	3	182T	460
HMB_HS	K	HV-8	3	3	182T	460
HMB_HS	K	HV-9	3	3	182T	460
HMB_HS	MPR	HV-1	5	5	S215T	230
HMB_HS	MPR	HV-2	5	5	S215T	230
DIST_OFF	MAIN	HV-1	5	5	184T	460
Total		**53**				

3.0 – Lighting ECM's

ECM 3.01 – Lighting Efficiency & Controls Update

General Intent

The existing lighting systems in the schools and District buildings are generally original to the construction and consists of linear T8 fluorescent tubes, recessed can lights with 2 and 3 lamp CFL pin lamps, a mix of accent lighting. Some schools have had more LEDs installed as part of retrofit work but still has not completed the site fully. This measure will replace the existing lighting systems identified in the lighting audit with new LED lamps or fixtures as recommended. Additional controls will be integrated where identified.

ECM Benefits

By replacing the exiting lighting systems with LED a full round of maintenance will be realized as well as longer lamp life with reduced energy consumption and increased light production.

Impacted Equipment

District Office, Half Moon Bay HS, Pilarcitos HS, Cunha IS, Hatch ES, Kings Mountain ES
Lighting systems identified in the lighting audit

4.0 – Water ECM's

ECM 4.01 – Low Flow Water Devices

General Intent

The existing domestic water systems in the schools and District buildings are generally original to the construction. These fixtures have higher water flow rates than are needed or recommended. This results in excessive water use by the buildings. This measure will replace/retro-commission existing toilets, urinal flush valves, sink aerators, kitchen sprayer, showerheads and laundry equipment with new high efficiency equipment.

ECM Benefits

By replacing the exiting domestic water systems with low flow devices, a full round of maintenance will be realized as well as longer equipment life with reduced water and energy consumption.

Impacted Equipment

District Office, Half Moon Bay HS, Pilarcitos HS, Cunha IS, Hatch ES, Kings Mountain ES
Water systems identified in the water audit

6.0 – Electrical ECM's

ECM 6.01 –Replace Power Transformers

General Intent

There are (3) power transformers located at the Half Moon Bay HS used to take 480V energy and step it down at the building level to 208V and 120V. These transformers have been installed when the site was built / renovated, predominantly during the 1980s. This measure will replace all (3) transformers and replace them with new high efficiency transformers.

ECM Benefits

Replacement of original equipment at the end of its useful life with new and more efficient equipment to reduce baseload energy consumption.

Impacted Equipment

Half Moon Bay HS: (3) power transformers

ECM 6.02 – Install Power Quality Units

General Intent

Power quality at the sites can be improved by installation of Maximum Power Transfer Solution (MPTS). The MPTS decreases total electrical energy consumption by decreasing electrical losses in the system. As a consequence of decreased total electrical consumption, electrical efficiency increases to almost 100%. MPTS is automatic, self-programming, self-learning and performs with the same high efficiency for highly unbalanced and balanced electrical load conditions.

ECM Benefits

Installation of MPTS at the building's main electrical panel will improve the power factor of the site, significantly reduce electrical system harmonics, improve AC wave form, match the load impedance. As a

consequence of improved electrical system stability and performance, all electronic equipment will operate more efficiently and have an increased useful life.

Impacted Equipment

Half Moon Bay HS: (1) power quality installation
Cunha IS: (1) power quality installation

SECTION 3 – IMPLEMENTATION & VERIFICATION PLAN

The following table describes the plan for "Operational Performance Verification" and "Operation and Maintenance Plan" for construction verification and maintenance and training for the District.

ECM #	ECM Description	Operational Performance Verification Plan	Operations & Maintenance Plan
1.02	UPGRADE CONTROLS AT CUNHA_IS	BMS for central systems will be installed and the controls contractor will complete a full point to point verification. Post installation trends can be used to verify system run hours, temperature set points, economizer settings and operational schedules	Controls contractor will provide onsite to facilities personnel on operation of new BMS. Comprehensive operation and maintenance manual will be provided.
2.01	HYDRONIC SYSTEM EFFICIENCY	Pre and post water treatment chemical make-up measurements on each system. Manufacturer installation procedures will be followed.	Water treatment contractor will provide onsite training of operation of new equipment. Comprehensive operation and maintenance manual will be provided.
2.02	REP FAN MOTORS	Pre and post voltage and amperage readings will be taken to verify power consumption. Manufacturer start up procedures will be followed. Updated audit of impacted equipment to be provided with motor and belt sizes for future use.	Mechanical contractor will provide onsite training of operation of new equipment. Comprehensive operation and maintenance manual will be provided.
3.01	LIGHTING EFFICENCY UPGRADES	Update line by line audit with actual counts and wattages of new equipment.	Lighting contractor will provide training on new fixtures and provide appropriate maintenance stock of new lamps and

ECM #	ECM Description	Operational Performance Verification Plan	Operations & Maintenance Plan
			fixtures. Comprehensive operation and maintenance manual will be provided.
4.01	LOW FLOW WATER DEVICES	Update line by line audit with actual counts and fixtures of new equipment.	Water contractor will provide training on new fixtures and provide appropriate maintenance stock of new fixtures. Comprehensive operation and maintenance manual will be provided.
6.01	TRANSFORMER REPLACEMENT	Pre and post voltage, amperage and power measurements on equipment.	Electrical contractor will provide onsite training of operation of new equipment. Comprehensive operation and maintenance manual will be provided.
6.02	POWER QUALITY IMPLEMENTATION	Pre and post voltage, amperage and power measurements on equipment.	Material Provider will provide onsite training of operation of new equipment. Comprehensive operation and maintenance manual will be provided.

SECTION 4 – PROJECT FINANCIALS

4.1 FIRM-FIXED PROJECT COST

The Firm-Fixed Project Cost for this project is $1,786,768. Costs presented in this proposal are valid for 60 days from the date of publication. If the Notice to Proceed is issued after 60 days from publication, Syserco Energy Solutions reserves the right to re-evaluate the project and make necessary modifications to the construction cost. Other factors that Syserco Energy Solutions does not have direct control may affect the ability to complete the project in the time proposed. In the event of delay that Syserco Energy Solutions could not control, we reserve the right to request schedule extensions and reasonable adjustments to Project Costs to cover additional costs associated with the delay.

4.2 ITEMS INCLUDED IN PROJECT COST

Project costs include the following:

1. Engineering audit / Project Development, including the cost for preparation of this proposal.
2. Engineering design.
3. Construction/Project management and Site Supervision services.
4. Installation of Syserco Energy Solutions equipment including the following as specified in the scope of work:
    a. All costs paid by Syserco Energy Solutions for the installation of the equipment. This includes costs paid to subcontractors or directly to Syserco personnel, when related to installation or system verification of equipment.
    b. The portion of reasonable travel, lodging, and meal expenses of officers or employees incurred while traveling in discharge of duties connected with the Work.
    c. Cost of all equipment, materials, supplies, and equipment incorporated in the Work, including costs of transportation thereof.
    d. Cost or rental charges, including transportation and maintenance, of all materials, supplies, equipment, temporary facilities, and hand tools not owned by the workers.
    e. Cost of premiums for all bonds and insurance, which Syserco Energy Solutions is required to purchase and maintain.
    f. Permit fees, royalties, and deposits lost for causes other than the Syserco Energy Solutions negligence.
    g. Losses and expenses not compensated by insurance or otherwise, sustained by Syserco Energy Solutions in connection with the Work, provided they have resulted from causes other than the fault or neglect of Syserco Energy Solutions. Such losses shall include settlements made with the written consent and approval of the District. If, however such loss requires reconstruction and Syserco Energy Solutions is placed in charge thereof, they shall be paid for their services a fee.
    h. Demolition cost and cost of removal of all debris.
    i. Costs incurred due to an emergency affecting the safety of persons and property.
    j. Other costs incurred in the performance of the Work if and to the extent approved in advance in writing by the District.
    k. Cost of equipment startup, training, system verification and balancing performed by Syserco Energy Solutions
5. Construction Bonds (including Performance & Payment and Retention bonds), Liability Insurance, and Builder's Risk Insurance.

6. Syserco Energy Solutions fee includes the remuneration for compensation of personnel, expenses, risks related to the project, overhead, and profit.
7. Syserco Energy Solutions shall provide a Schedule of Values. The schedule of values will include all costs related to the installation of the equipment as shown in **Exhibit B**, as part of Energy Services contract.

4.3 SES COMPENSATION

1. **Terms:** Net 30 days from the date of invoice, monthly billing as the job progresses.
2. **Payments:** At a minimum, payments will be made in the amount of 100%, less retention of five percent (5%) per the contract, at the completion and implementation of any individual Energy Conservation Measure (ECM) in the amount of that ECM as delineated in the contract. If more than one ECM is completed in a monthly period, all of those ECM's will be paid.
3. **Mobilization / Project Development / Engineering Fee** invoice will be presented upon mutual execution of the Contract and will be in the amount of 30% of the Project's total value.
4. **Finance Charges on Unpaid Balances**: Payments due and unpaid shall be subject to interest charges per contract terms and conditions.

4.4 TERMS AND CONDITIONS

4.4.1 TERMS OF AGREEMENT

The Contract shall be effective and binding upon the parties immediately upon its execution and the period from contract execution until the Commencement Date shall be known as the "Interim Period". All energy savings achieved during the interim period will be fully credited to District as mutually agreed to by the District and Syserco Energy Solutions.

4.4.2 INSURANCE AND BONDING

Syserco Energy Solutions shall provide a Payment and Performance bond, Retention bond and Builder's Risk insurance

1. The bond amount consists of Labor and Materials and State Sales Tax.
2. This bond does not include any construction contingencies.
3. Certificates of General Liability Insurance will be provided prior to Contract Signing

Syserco Energy Solutions shall provide a payment and performance bond in the amount of 100% of the construction cost. The amount shall include all authorized changes and state sales tax.

The Bond shall specifically exclude coverage for those portions of the Energy Services Agreement and/or Energy Services Agreement Addendum pertaining to design services, maintenance, utility incentives, and any other clauses which do not relate specifically to construction management and supervision of work for purchasing and installing of SES Equipment, or for work to be accomplished by the District. The Bond shall be with a Surety or Bonding Company that is registered with the State of California Insurance Commissioner's Office.

RESOLUTION NO. 19-20
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

APPROVING ENERGY SERVICES PROPOSAL FOR DESIGN-BUILD IMPLEMENTATION OF COMPREHENSIVE ENERGY CONSERVATION AND FACILITY IMPROVEMENT MEASURES

WHEREAS, it is the policy of the State of California and the intent of the State Legislature to promote all feasible means of energy conservation and all feasible uses of alternative energy supply sources; and

WHEREAS, California Government Code section 4217.12(a)(1) authorizes a school district to enter into an energy service contract with respect to an energy conservation facility if the district's governing board determines it in the best interests of the district and that the anticipated cost to the public agency for the energy conservation facility will be less than the anticipated marginal cost to the district of thermal, electrical or other energy that would have been consumed by the district in the absence of the purchase; and

WHEREAS, Cabrillo Unified School District ("District") desires to reduce the steadily rising costs of meeting the energy needs at its facilities; and

WHEREAS, Syserco Energy Solutions ("SES") was engaged by the District in November, 2019 to develop a comprehensive approach towards designing, building, managing, commissioning and validating Energy Conservation Measures ("ECMs") through an Energy Services Proposal; and

WHEREAS, SES has analyzed the energy needs of the District and has represented that the Energy Services Proposal allows for a streamlined solution to implementing ECMs with the goal of implementing an energy services project at designated sites that are owned and operated by the District to address infrastructure needs and provide more efficient, safe, reliable and sustainable operation; and

WHEREAS, the scope of work of ECMs SES intends to implement under an Energy Services Agreement ("Agreement") with the District includes, but is not limited to, energy efficiency improvements, HVAC infrastructure improvements, water conservation, and lighting improvements; and

WHERAS, SES has been selected by the State of California through a public and competitive RFQ process to participate in the State's pool of qualified energy services companies; and

WHEREAS, under a previous energy services contract with the District, SES represents that it has become increasingly familiar with existing equipment and systems at all schools owned and operated by the District; and

WHEREAS, SES has prepared an analysis showing the benefits of implementing certain energy conservation measures ("Analysis"), a copy of which is attached hereto as **Exhibit A** and made part hereof by this reference; and

WHEREAS, the Analysis includes data showing that the anticipated cost to the District for the conservation services provided under the Agreement will be less than the anticipated marginal cost to the District of electrical energy that would have been consumed by the District in the absence of those purchases; and

WHEREAS, the District proposes to enter into the Agreement and related contract documents with SES, substantially in the form presented at this meeting, subject to such changes, insertions, or omissions as the Superintendent or other designee reasonably deems necessary following the Board's adoption of this Resolution; and

WHEREAS, pursuant to Government Code section 4217.12, on or before May 13, 2020, the District posted a notice of public hearing at which the District's Governing Board would consider this Agreement; and

WHEREAS, pursuant to Government Code section 4217.12, the Board has now held a public hearing with respect to the District entering into the Agreement; and

WHEREAS, based upon the Analysis presented, the anticipated cost to the District for annual electricity that is generated under the Agreement will be less than the anticipated marginal cost to the District of thermal, electrical, or other energy that would have been consumed by the District in the absence of the Agreement; and

WHEREAS, the District desires to enter into the Agreement.

NOW, THEREFORE, based upon the above-referenced recitals, the Board hereby finds, determines and orders as follows:

1. The above recitals are true and correct.

2. The District held a public hearing at a regularly scheduled meeting of the Board for which notice was given not less than two weeks in advance.

3. In accordance with Government Code section 4217.12, and based upon all available information reviewed by the Board in connection herewith, the Board finds that entering into the Agreement is in the best interests of the District.

4. In accordance with Government Code section 4217.12, and based upon all available information reviewed by the Board in connection herewith, the Board finds that the anticipated cost to the District for the conservation services provided under the Agreement will be less than the anticipated marginal cost to the District of electrical energy that would have been consumed by the District in the absence of those purchases.

5. The District's Superintendent or designee is hereby authorized and directed to do all things that are necessary or proper to carry out or give effect to this Resolution, including, but not limited to, negotiating any further changes to the Agreement consistent with the intent of this Resolution, to take all steps to finalize and enter into the Agreement with SES, and to do or cause to be done any and all other acts and things necessary to protect the best interests of the District.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District, County of San Mateo, State of California on the 27th day of May, 2020, by the following vote:

Mary Beth Alexander:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Lizet Cortes:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Kimberly Hines:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Sophia Layne:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Freya McCamant:	_____	Aye	_____	No	_____	Abstain	_____ Absent

Certified by:

_____
Mary Beth Alexander
Clerk to the Governing Board
Cabrillo Unified School District

Attest by:

_____
Sean McPhetridge, Ed.D.
Secretary to the Governing Board
Cabrillo Unified School District

Exhibit A

Attached.

PROJECT ANALYSIS BASED ON EST 2020 UTILITY RATES

Short Name	Scope Description	Elec Savings (kWh/yr)	Gas Savings (therms/yr)	Water Savings (CCF/yr)	Elec Cost Savings ($/yr)	Gas Cost Savings ($/yr)	Water Cost Savings ($/yr)	OPEX Cost Savings ($/yr)	Total Cost Savings ($/yr)	Estimated Rebates ($)	ECM Price ($)	Simple Pay Back Net Rebates (yrs)
HMB_HS	* (1) HYDRONIC SYSTEM EFFICIENCY * (23) FAN MOTOR UPGRADES * LED LIGHITNG UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE * (3) TRANSFORMER REPLACEMENT * (1) POWER QUALITY IMPLEMENTATION	276,384	2,981	1,148	$47,894	$4,073	$29,487	$4,190	$85,644	$5,040	$835,129	9.7
CUNHA_IS	* (12) REP BLDG E THERMOSTATS W/ WIRELESS * (1) MPR CONTROLS INTEGRATION * (2) HYDRONIC SYSTEM EFFICIENCY * (13) FAN MOTOR UPGRADES * LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE * (1) POWER QUALITY IMPLEMENTATION	179,475	2,002	1,348	$32,186	$2,774	$26,139	$3,659	$64,758	$3,840	$646,039	9.9
HATCH_ES	* LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE	20,476	0	320	$4,932	$0	$5,921	$1,148	$12,001	$0	$118,463	9.9
PILARCITOS_HS	* LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE	2,940	29	44	$654	$36	$852	$142	$1,685	$0	$20,064	11.9
KINGS_MTN_ES	* LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE	13,340	0	93	$3,136	$0	$887	$137	$4,161	$0	$49,065	11.8
DIST_OFF	* (1) HYDRONIC SYSTEM EFFICIENCY * (1) FAN MOTOR REPLACEMENT * LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE	42,530	367	87	$9,460	$461	$1,700	$59	$11,680	$400	$118,008	10.1
Total	–	**535,144**	**5,379**	**3,041**	**$98,261**	**$7,345**	**$64,986**	**$9,335**	**$179,928**	**$9,280**	**$1,786,768**	**9.88**

ENERGY SERVICES CONTRACT

This Energy Services Contract ("**Contract**") is made and entered into as of May 27, 2020 ("**Effective Date**"), between Syserco Energy Solutions, Inc., a California corporation ("**Energy Services Contractor**"), having its principal offices at 215 Fourier Ave, Fremont, CA 94539, and Cabrillo Unified School District, having its principal office at 498 Kelly Ave., Half Moon Bay, CA 94019 ("**Customer**"), who are collectively referred to as the "**Parties**", or individually as a "**Party**".

WHEREAS, Energy Services Contractor is a company with experience and technical and management capabilities to provide for the discovery, engineering, procurement, installation, financing, maintenance and monitoring of energy saving measures, solar power generation measures, and/or operations and maintenance cost reductions at facilities similar to Customer's facilities;

WHEREAS, Energy Services Contractor has prepared a project proposal in the form of an Energy Services Proposal, ("**Proposal**") for Customer; and

WHEREAS, Customer desires for Energy Services Contractor to perform certain work as identified in this Contract, and Energy Services Contractor desires to perform such work;

WHEREAS, this Contract is procured pursuant to the following procurement statute or other authority: California Government Code section 4217.10 et seq.

NOW THEREFORE, the parties agree as follows:

1. Contacts. As of the Effective Date, and subject to change from time to time, the following persons are the primary representatives of each party as related to execution of this project:

For Energy Services Contractor:

Name:	Gabe Johnson
Title:	Account Executive
Address:	215 Fourier Ave., Fremont, CA 94539
Telephone:	707-227-6377
Email:	g.johnson@syserco.com

For Customer:

Name:	Jesus Contreras
Title:	Chief Business Official
Address:	498 Kelly Ave., Half Moon Bay, CA 94019
Telephone:	650-712-7100
Email:	contrerasj@cabrillo.k12.ca.us

2. Scope of Work. Energy Services Contractor agrees to perform the design and construction work set forth in the proposal described as Energy Services Proposal ("**Work**") and attached hereto as **Exhibit A**. Energy Services Contractor will provide all labor, materials, equipment, and supervision, including subcontractors, necessary to perform the Work. If included in the Proposal or other exhibit to this Contract, Energy Services Contractor also agrees to perform post-construction services, which may include monitoring, measurement and verification services, following Substantial Completion of the Work ("**Services**").

3. Compensation. Customer shall pay Energy Services Contractor One Million, Seven Hundred Eighty Six Thousand, Seven Hundred Sixty Eight Dollars **($1,786,768) ("Price")** as compensation for Energy Services Contractor's performance of the Work and Services as provided herein. Unless different payment terms are specified in this Contract, Customer shall pay Energy Services Contractor in

accordance with the schedules set forth in **Exhibit B – Schedule of Values**. Customer shall pay Energy Services Contractor within thirty (30) days of receiving an invoice. Additional project financial information including total compensation and payment terms is as set forth in the Proposal, or other attached exhibits, as applicable.

4.2 ITEMS INCLUDED IN PROJECT COST

Project costs include the following:

1. Engineering audit / Project Development, including the cost for preparation of this proposal.
2. Engineering design.
3. Construction/Project management and Site Supervision services.
4. Installation of Syserco Energy Solutions equipment including the following as specified in the scope of work:
    a. All costs paid by Syserco Energy Solutions for the installation of the equipment. This includes costs paid to subcontractors or directly to Syserco personnel, when related to installation or system verification of equipment.
    b. The portion of reasonable travel, lodging, and meal expenses of officers or employees incurred while traveling in discharge of duties connected with the Work.
    c. Cost of all equipment, materials, supplies, and equipment incorporated in the Work, including costs of transportation thereof.
    d. Cost or rental charges, including transportation and maintenance, of all materials, supplies, equipment, temporary facilities, and hand tools not owned by the workers.
    e. Cost of premiums for all bonds and insurance, which Syserco Energy Solutions is required to purchase and maintain.
    f. Permit fees, royalties, and deposits lost for causes other than the Syserco Energy Solutions negligence.
    g. Losses and expenses not compensated by insurance or otherwise, sustained by Syserco Energy Solutions in connection with the Work, provided they have resulted from causes other than the fault or neglect of Syserco Energy Solutions. Such losses shall include settlements made with the written consent and approval of the District. If, however such loss requires reconstruction and Syserco Energy Solutions is placed in charge thereof, they shall be paid for their services a fee.
    h. Demolition cost and cost of removal of all debris.
    i. Costs incurred due to an emergency affecting the safety of persons and property.
    j. Other costs incurred in the performance of the Work if and to the extent approved in advance in writing by the District.
    k. Cost of equipment startup, training, system verification and balancing performed by Syserco Energy Solutions
5. Construction Bonds (including Performance & Payment and Retention bonds), Liability Insurance, and Builder's Risk Insurance.
6. Syserco Energy Solutions fee includes the remuneration for compensation of personnel, expenses, risks related to the project, overhead, and profit.
7. Syserco Energy Solutions shall provide a Schedule of Values. The schedule of values will include all costs related to the installation of the equipment as shown in **Exhibit B**, as part of Energy Services contract.

4. Time. The Work to be performed under this Contract shall begin within 30 days of the date of an Executed Contract or Letter of Award ("**Commencement Date**") and is anticipated to end by the earlier of the dates set forth in Section 4.a. or 4.b., below ("**Time**"). If the Work is divided into phases or individual projects,

each phase or project will start in accordance with the timeline included as part of this Contract. The Work, but not the Services, shall be completed by the date that is the earlier of:

a. The date on which Energy Services Contractor is substantially complete with the Work. "**Substantial Completion**" is defined as the date at which (i) such Work can be fully enjoyed and beneficially occupied and utilized by District for its intended purpose (except for minor items which do not impair District's ability to occupy and use such Work); (ii) all permits, approvals and certificates by governmental authorities (such as, but not necessarily limited to, a permanent or temporary certificate of occupancy that does not contain any conditions that are the result of the Energy Service Contractor failing to perform any obligation under the Contract Documents) required to occupy and use such Work have been issued; and (iii) all systems included in such Work are installed and operational as specified, all designated or required inspections and certifications by governmental authorities have been made and posted, and instructions of District's personnel in the operation of such systems has been completed. If the Work is divided into phases or individual projects for which individual prices have been negotiated **("Phase")**, then substantial completion dates shall apply to each phase or individual project as indicated in this Contract. Substantial completion should be demonstrated via execution by Customer of a certificate of substantial completion.

b. Two Hundred Fifty Eight (258) calendar days after the Commencement Date, subject to equitable extensions of Time, or pursuant to this Contract. (Assuming a Notice to Proceed on or after June 6, 2020.)

Any Services shall commence on the Substantial Completion Date, unless a different date is specified herein, and shall continue for a 1-year period unless a different period is specified herein. The conditions of all utility cost savings as set forth in the Energy Services Proposal (if applicable) shall coincide with the term of the Services. If for any reason Customer terminates or breaches this Contract including but not limited to its obligations pursuant to the Services portion of the Contract or other separate agreement, the utility cost conditions of this agreement shall automatically terminate.

5. Liquidated Damages. Time is of the essence for all Work under this Contract. It is hereby understood and agreed that it is and will be difficult and/or impossible to ascertain and determine the actual damage that the Customer will sustain in the event of and by reason of Energy Services Contractor's delay; therefore, Energy Services Contractor agrees that it shall pay to the Customer the sum of Two Hundred Fifty Dollars ($250) per day as liquidated damages for each and every day's delay beyond the Time that final completion is not achieved. It is hereby understood and agreed that this amount is not a penalty. In the event any portion of the liquidated damages is not paid to the Customer, the Customer may deduct that amount from any money due or that may become due the Energy Services Contractor under this Contract, the Customer may seek recovery of Liquidated Damages from the Energy Services Contractor's Performance Bond Surety and/or the Customer may seek recovery of Liquidated Damages from the Energy Services Contractor or the Performance Bond Surety without having exhausted remedies against the other.

6. Permits, Approvals, Taxes. Unless obtained by Customer or otherwise specified in this Contract, Energy Services Contractor shall obtain all permits, licenses, and inspections that are required for the Work. Customer shall be responsible for securing all other necessary approvals, easements, zoning changes, or similar entitlements. If, under Federal Excise Tax Law, any transaction hereunder constitutes a sale on which a Federal Excise Tax is imposed and the sale is exempt from such Federal Excise Tax because it is a sale to a State or Local Government for its exclusive use, Customer, upon request, will execute documents necessary to show (1) that Customer is a political subdivision of the State for the purposes of such exemption, and (2) that the sale is for the exclusive use of District. No Federal Excise Tax for such materials shall be included in any Contract Price. Contract Price is to include any and all applicable sales taxes or other taxes that may be due in accordance with

section 7051 et seq. of the Revenue and Taxation Code, Regulation 1521 of the State Board of Equalization or any other tax code that may be applicable.

7. Safety. Energy Services Contractor shall be responsible for initiating, maintaining, and supervising safe performance of the Work. Energy Services Contractor shall comply with all applicable laws, ordinances, rules, regulations, and lawful orders of public authorities related to safety of persons or property.

8. Project Inspector. The project inspector on the project is **[To Be Determined by Customer]** ("Project Inspector"). Energy Services Contractor hereby acknowledges that the Customer's construction manager, the Project Inspector, and the Division of the State Architect have authority to approve and/or stop Work if the Energy Services Contractor's Work does not comply with the requirements of the Contract Documents, Title 24 of the California Code of Regulations, and all applicable laws. No work shall be carried on except with the knowledge of said Project Inspector. Project Inspector shall have free access to any or all parts of work and may inspect the work at any time. Energy Services Contractor shall furnish Project Inspector reasonable opportunities for obtaining such information as may be necessary to keep Project Inspector fully informed respecting progress, manner of work, and character of materials. The Energy Services Contractor shall be liable for any delay caused by its non-compliant Work or its failure to provide proper notification for inspection.

9. Cleanup. Energy Services Contractor shall keep the premises and the surrounding area free from accumulation of waste materials or rubbish caused by the Work. Upon completion of the Work, Energy Services Contractor shall remove all waste materials, rubbish, tools, construction equipment, machinery, and surplus materials.

10. Subcontractors. Energy Services Contractor may hire subcontractors to perform any portion of the Work or Services under this Contract, subject to the approval of Customer. Energy Services Contractor agrees to bind every subcontractor by the terms of the Contract as far as such terms are applicable to subcontractor's work, including, without limitation, all indemnification, insurance, bond, and warranty requirements. Energy Services Contractor is entirely and ultimately responsible for compliance with the provisions of this Contract and for any part of work that is performed by a subcontractor. Nothing contained in this Contract shall create any contractual relations between any subcontractor and the Customer.

11. Independent Contractor. Energy Services Contractor, in the performance of this Contract, shall be and act as an independent contractor. Energy Services Contractor understands and agrees that he and all of his employees shall not be considered officers, employees, agents, partner, or joint venture of the Customer, and are not entitled to benefits of any kind or nature normally provided employees of the Customer and/or to which Customer's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Energy Services Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Energy Services Contractor's employees. Energy Services Contractor shall be liable for its own actions, including its negligence or gross negligence, and shall be liable for the acts, omissions, or errors of its agents or employees

12. Licensing. Energy Services Contractor certifies that the design professional is properly certified or licensed under the laws and regulations of the State of California to provide the professional services that it has herein agreed to perform. Energy Services Contractor and all Subcontractors shall be properly licensed and regulated by the Contractors State License Board, 3132 Bradshaw Road, Post Office Box 2600, Sacramento, California 98826, http://www.cslb.ca.gov throughout the duration of the Work. Energy Services Contractor hereby acknowledges that it currently holds valid B Classification Contractor's license.

13. Registration as Public Works Contractor. Energy Services Contractor and all Subcontractors currently are registered as public works contractors with the Department of Industrial Relations, State of California, in accordance with Labor Code section 1771.4.

14. Fingerprinting of Employees. Pursuant to Education Code section 45125.2, Customer has determined on the basis of scope of Work in this Contract of this project, that Energy Services Contractor, subcontractors, and their employees will have only limited contact with pupils at most. Energy Services Contractor shall promptly notify Customer in writing of any facts or circumstances which might reasonably lead Customer to determine that contact will be more than limited as defined by Education Code section 45125.1(d). If Energy Services Contractor will have contact with any pupils, Energy Services Contractor shall comply with the provisions of Education Code section 45125.1 regarding the submission of employee fingerprints to the California Department of Justice and the completion of criminal background investigations of its employees. Energy Services Contractor shall not permit any employee to have any contact with Customer pupils until such time as the Energy Services Contractor has verified in writing to the governing board of the Customer that the employee has not been convicted of a felony, as defined in Education Code section 45122.1. Energy Services Contractor's responsibility shall extend to all employees, subcontractors, agents, and employees or agents of subcontractors regardless of whether those individuals are paid or unpaid, concurrently employed by the Customer, or acting as independent contractors of the Energy Services Contractor. Verification of compliance with this section and the Criminal Background Investigation Certification that may be required with this Contract, shall be provided in writing to the Customer prior to each individual's commencement of employment or performing any portion of the Work and prior to permitting contact with any student.

15. Labor Code Requirements. Energy Services Contractor shall familiarize itself with and comply with all applicable provisions of the Labor Code, sections 1720 through 1861. Energy Services Contractor and its subcontractors shall pay all workers on all work performed not less than the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work as determined by the Director of the Department of Industrial Relations ("DIR") for the type of work performed and the locality in which the Work is to be performed within the boundaries of the Cabrillo Unified School District, pursuant to sections 1770, et seq., of the California Labor Code. In performing the Work, Energy Services Contractor and its subcontractors shall comply with all applicable provisions of Division 2, Part 7, Chapter 1, of the California Labor Code and Title 8 of the California Code of Regulations, including, without limitation, the requirement that the contractor and all of its subcontractors shall maintain timely, complete, and submit electronically accurate certified payroll records directly to the Labor Commissioner using DIR's eCPR System by uploading the CPRs by electronic XML file or entering each record manually using the DIR's iForm (or current form) online on a weekly basis and within ten (10) days of any request by the Customer or the Labor Commissioner. (See http://www.dir.ca.gov/Public-Works/Certified-Payroll-Reporting.html). Energy Services Contractor and its subcontractors shall complete and submit the Prevailing Wage and Related Labor Requirements Certification attached hereto, and Energy Services Contractor shall provide a copy of the Certification(s) to Customer prior to commencement of the Work. Willful failure to comply may result in penalties, including loss of the right to bid on, submit proposals for, or receive public works contracts.

16. Borrowed Equipment. If requested by Energy Services Contractor and if permitted by Customer's representative, Energy Services Contractor may use Customer's equipment in performing the Work or Services. Energy Services Contractor assumes full and complete responsibility for the use of the equipment, will ensure that only a competent operator will be permitted to use the equipment and only after fully inspecting the equipment, shall not modify the equipment, shall be solely responsible for all claims, demands, lawsuits, losses, expenses and/or liabilities that arise from its use of the equipment, and agrees that Customer makes no representation or warranty regarding the condition or suitability of equipment for any intended use.

17. Insurance. Energy Services Contractor shall procure and maintain at all times it performs any portion of the Work and/or Services the following insurance:

a. **General Liability.** One Million Dollars ($1,000,000) per occurrence and Two Million Dollars ($2,000,000) general aggregate for bodily injury, personal injury and property damage in the form of Comprehensive General Liability and Contractual Liability. If Commercial General Liability

or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to each project/location or the general aggregate limit shall be twice the required occurrence limit.

b. **Automobile Liability Insurance**. One Million Dollars ($1,000,000) combined single limit for any automobile that shall protect the Energy Services Contractor and the Customer from all claims of bodily injury, property damage, personal injury, death, and medical payments arising performing any portion of the Work and/or Services by Energy Services Contractor.

c. **Workers' Compensation and Employers' Liability Insurance**. For all of the Energy Services Contractor's employees who are subject to this Contract and to the extent required by the applicable state or federal law, Energy Services Contractor shall keep in full force and effect, a Workers' Compensation policy. That policy shall provide employers' liability coverage with minimum liability coverage of One Million Dollars ($1,000,000) per accident for bodily injury or disease. Energy Services Contractor shall provide an endorsement that the insurer waives the right of subrogation against the Customer and its respective elected officials, officers, employees, agents, representatives, consultants, trustees, and volunteers.

d. **Professional Liability (Errors and Omissions)**. One Million Dollars ($1,000,000) aggregate for errors and omissions as appropriate to profession of engineer designing energy efficiency measures, coverage to continue through completion of construction plus two (2) years thereafter.

e. **Other Insurance Provisions**: The policies are to contain, or be endorsed to contain, the following provisions:

   i. For the general liability and automobile liability policies:

      1. The Customer, their representatives, consultants, trustees, officers, officials, employees, agents, and volunteers ("Additional Insureds") are to be covered as additional insureds with respect to liability arising out of activities performed by or on behalf of Energy Services Contractor; instruments of Service and completed operations of the Energy Services Contractor; premises owned, occupied or used by Energy Services Contractor; or automobiles owned, leased, hired or borrowed by Energy Services Contractor. The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds.

      2. For any claims related to the projects, Energy Services Contractor's insurance coverage shall be primary insurance with respect to the Additional Insureds. Any insurance or self-insurance maintained by the Additional Insureds shall be in excess of the Energy Services Contractor's insurance and shall not contribute with it.

      3. Any failure to comply with reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to the Additional Insureds.

   ii. Energy Services Contractor's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

   iii. Each insurance policy required by this clause shall be endorsed to state that coverage shall not be suspended, voided, canceled by either Party, reduced in coverage or in limits except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the Customer.

   iv. Energy Services Contractor shall furnish the Customer with Certificates of Insurance showing maintenance of the required insurance coverage and original endorsements affecting coverage. The endorsements are to be signed by a person authorized by that

insurer to bind coverage on its behalf. All endorsements are to be received and approved by the Customer before Work commences. Energy Services Contractor must provide updates on the insurance coverage throughout the term of the Contract to ensure that there is no break in coverage during the performance of the Work. Failure to provide evidence of current coverage shall be grounds for termination for breach of contract.

f. **Acceptability of Insurers.** Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A:VII, unless otherwise acceptable to the Customer.

18. Bonds. Energy Services Contractor shall furnish a performance bond and a payment bond, each in an amount equal to the construction cost of the Work, at Energy Services Contractor's sole cost and expense. The performance and payment bonds shall be in a form acceptable to the Customer, and shall be issued by a surety admitted to issue bonds in the State of California and otherwise acceptable to the Customer. Customer-approved forms of the bonds are appended to this Contract. Energy Services Contractor shall not commence the Work until it has provided the performance and payment bonds to the Customer.

19. Hazardous Materials. The Work and Services expressly exclude any work of any nature associated or connected with the identification, abatement, cleanup, control, removal, or disposal of hazardous materials or substances, including but not limited to asbestos, lead, or PCBs. As of the Effective Date, Customer represents that, to the best of its knowledge, there is no hazardous material on the premises that may in any way relate to the Work or affect Energy Services Contractor's ability to deliver the Work or Services. Prior to the Commencement Date, Customer shall provide to Energy Services Contractor any report that identifies actual or suspected hazardous materials, quantities, and specific locations of such materials on the premises. If Energy Services Contractor becomes aware of or suspects the presence of hazardous materials on the premises during the Work or Services, Energy Services Contractor shall notify Customer, Customer shall investigate and correct the suspected hazardous materials in accordance with all applicable laws, Energy Services Contractor shall have the right to stop work in the affected area until the suspected hazardous materials are investigated and remediated by Customer, and the Time and Price shall be equitably adjusted relative to the duration of Customer's investigation and remediation of the suspected hazardous materials.

20. Certificate of Completion. Upon Substantial Completion of the Work, Customer shall execute a certificate of substantial completion acknowledging:

a. The Substantial Completion of the Work, and the date of substantial completion.
b. Receipt of any manuals and training provided by Energy Services Contractor under this Contract.
c. Any warranty start date and warranty period.
d. A punch list of items remaining to be completed by Energy Services Contractor.

Timing of Substantial Completion does not depend on Customer's timely executing a certificate of substantial completion, and failure by Customer timely to execute a certificate of substantial completion shall not operate to extend the date of Substantial Completion.

21. Customer Use. Upon Substantial Completion, Customer is responsible for use, operation, and maintenance of all aspects of the Work and Services, except as provided herein. Energy Services Contractor shall not be responsible for improper use, operation, or maintenance of any aspect of the Work or Services by Customer or others at any time, except as provided herein.

22. Warranty. Energy Services Contractor warrants that the Work will be of good quality and new; that the Work will be free from defects; and that the Work will conform to this Contract. Energy Services Contractor warrants that the Work shall be free from defects in material and workmanship arising from normal usage for a period of one (1) year from the date of Substantial Completion. This warranty does not cover any improper use or improper operation of any aspect of the Work, or if the Work has been abused, altered, or repaired by the Customer or third parties without supervision by or prior written approval from Energy Services Contractor, or if

serial numbers or warranty date decals have been removed or altered. Customer must report any warranty claims to Energy Services Contractor in writing or by electronic mail to: p.orozco@syserco.com and n.elzein@syserco.com, and such claims must be presented immediately upon having reason to know that a warranty issue exists. Failure by Customer to notify Energy Services Contractor of the need for warranty service within ten (10) in-session School Days (as defined by the Customer's published Academic Calendar) of discovery of a warranty claim will void this warranty. Energy Services Contractor shall confirm receipt of notification within five (5) business days and present a proposed plan of action and draft schedule for addressing the Warranty issue within seven (7) business days of Customer notification. Additionally, Customer shall not hire or direct others to repair any warranty item without Energy Services Contractor's written consent. Customer's repair of any warranty item without the written consent of Energy Services Contractor shall void this warranty with respect to such item, and the cost of such repair shall not be reimbursable to Customer by Energy Services Contractor. Energy Services Contractor makes no warranty whatsoever regarding materials or products provided by third parties that are incorporated into the Work. THE WARRANTIES CONTAINED IN THIS CONTRACT ARE EXCLUSIVE AND IN LIEU OF ALL OTHER WARRANTIES.

23. Indemnity. To the furthest extent permitted by California law, Energy Services Contractor shall indemnify and hold harmless the Customer, its Governing Board, agents, representatives, officers, consultants, employees, trustees, and volunteers (the "Indemnified Parties") from any and all claims arising out of, pertaining to, or relating to the negligence, recklessness, or willful misconduct of the Energy Services Contractor. Energy Services Contractor shall also, to the furthest extent permitted by California law, defend the Indemnified Parties at Energy Services Contractor's own expense, including attorneys' fees and costs, from any and all Claim(s) and allegations relating thereto. The Customer shall have the right to accept or reject any legal representation that Energy Services Contractor proposes to defend the Indemnified Parties.

24. Damages. NEITHER PARTY SHALL BE LIABLE TO THE OTHER PARTY FOR ANY CONSEQUENTIAL, INDIRECT, SPECIAL, INCIDENTAL, EXEMPLARY, OR SIMILAR DAMAGES OR LOSSES, INCLUDING LOSS OF PROFITS, ARISING OUT OF OR RELATING TO THIS CONTRACT, WHETHER BASED IN CONTRACT OR TORT OR ANY OTHER THEORY, EVEN IF A PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

25. Force Majeure. The Parties shall be excused from performance hereunder during the time and to the extent that it is prevented from obtaining delivery or performing by act of God, pandemic, epidemic, disease, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials, products, plants, or facilities by the government, when satisfactory evidence thereof is presented to the other Party, provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of requesting Party.

26. Changes. Any change in the scope of the Work, method of performance, nature of materials or price thereof, or any other matter materially affecting the performance or nature of the Work shall not be paid for or accepted unless such change, addition, or deletion is approved in advance and in writing by a valid change order executed by the Customer. Energy Services Contractor specifically understands, acknowledges, and agrees that the Customer shall have the right to request any alterations, deviations, reductions, or additions to the project and/or Work and the cost thereof shall be added to or deducted from the amount of the Total Contract Price by fair and reasonable valuations. Energy Services Contractor also agrees to provide the Customer with all information requested to substantiate the cost of the change order and to inform the Customer whether the Work will be done by the Energy Services Contractor or a subcontractor. In addition to any other information requested, Energy Services Contractor shall submit, prior to approval of the change order, its request for a time extension (if any), as well as all information necessary to substantiate its belief that such change will delay the completion of the Work. If Energy Services Contractor fails to submit its request for a time extension or the necessary supporting information, it shall be deemed to have waived its right to request such extension.

For all approved changes in the scope of work that result in a net increase in costs to Energy Services Contractor, the following format shall be used, supported by attached documentation.

	WORK PERFORMED BY OTHER THAN ENERGY SERVICES CONTRACTOR:	**ADD:**
(a)	Material (attach itemized quantity & unit cost plus sales tax)	$
(b)	Add Labor (attach itemized hours & rates, fully encumbered)	$
(c)	Add Equipment (attach suppliers' invoice)	$
(d)	Subtotal	$
(e)	Add overhead and profit for any and all tiers of subcontractor, the total not to exceed 10% of item (d)	$
(f)	Subtotal	$
(g)	Add overhead and profit for Energy Services Contractor, not to exceed 5% of Item (f)	$
(h)	Subtotal	$
(i)	Add Bond and Insurance, not to exceed 2% of Item (h)	$
(j)	TOTAL	$
(k)	Time	___ Days

	WORK PERFORMED BY ENERGY SERVICES CONTRACTOR:	**ADD:**
(a)	Material (attach itemized quantity & unit cost plus sales tax)	
(b)	Add Labor (attach itemized hours & rates, fully encumbered)	
(c)	Add Equipment (attach suppliers' invoice)	
(d)	Subtotal	
(e)	Add overhead and profit for Energy Services Contractor, not to exceed 15% of item (d).	
(f)	Subtotal	
(g)	Add Bond and Insurance, not to exceed 2% of Item (f)	
(h)	TOTAL	
(i)	Time	___ Days

All deductive Change Order(s) must be prepared pursuant to the provisions herein. Where a portion of the Work is deleted from the scope of Work, the reasonable value of the deducted Work less the value of Work performed shall be considered the appropriate deduction. The amount submitted on the Application for Payment shall be used to calculate the credit amount unless the proposal documentation is being held in escrow as part of the Contract Documents. Unit Prices, if any, may be used in Customer's discretion in calculating reasonable value. If Energy Services Contractor offers a proposed amount for a deductive Change Order(s), Energy Services Contractor shall include a minimum of five percent (5%) total profit and overhead to be deducted with the amount of the Work of the Change Order(s). If subcontractor work is involved, subcontractors shall also include a minimum of five percent (5%) profit and overhead to be deducted with the amount of its deducted work. Any deviation from this provision shall not be allowed.

27. Intellectual Property. Pursuant to Education Code section 17316, this Contract creates a non-exclusive and perpetual license for the Customer to use, at its discretion, all plans including, but not limited to, record drawings, specifications, estimates and other documents that Energy Services Contractor prepared or cause to be prepared pursuant to this Contract. Energy Services Contractor retains all rights to all copyrights over designs and other intellectual property embodied in the plans, record drawings, specifications, estimates, and other documents that Energy Services Contractor prepares or cause to be prepared pursuant to this Contract.

In the event the Customer changes or uses any fully or partially completed documents without Energy Services Contractor's knowledge or participation or both, the Customer agrees to release Energy Services Contractor of responsibility for such changes, and shall hold Energy Services Contractor harmless from and against any and all claims on account of any damages or losses to property or persons, or economic losses, arising out of that change or use, unless Energy Services Contractor is found to be liable in a forum of competent jurisdiction. In the event that the Customer uses any fully or partially completed documents without the Energy Services Contractor's full involvement, the Customer shall remove all title blocks and other information that might identify Energy Services Contractor.

28. Termination. This Contract may be terminated at any time as described below. Upon termination, Energy Services Contractor shall provide the Customer with all documents produced maintained or collected by Energy Services Contractor pursuant to this Contract, whether or not such documents are final or draft documents.

a. Termination for Cause. If Energy Services Contractor materially fails to perform under this Contract, Customer may notify Energy Services Contractor in writing of Customer's intent to terminate this Contract and/or Energy Services Contractor's right to perform the Work along with a description of the alleged failure. If Energy Services Contractor does not in good faith take reasonable steps to correct such failure within five (5) days after receipt of such notice to the satisfaction of the Customer, Customer in its sole discretion may terminate this Contract, and Energy Services Contractor shall be entitled to receive payment for all amounts earned prior to termination. If it is determined for any reason that termination was improper, the termination shall be treated as a termination for convenience.

b. Termination for Convenience. Customer may terminate this Contract in whole or in part for any reason by providing written notice of termination to Energy Services Contractor and specifying the date on when the termination becomes effective. Upon receipt of such notice, Energy Services Contractor shall incur no further obligations in connection with the terminated work and will stop work to the extent specified. Energy Services Contractor shall also terminate outstanding orders and subcontracts as they relate to the terminated work. In the event that Customer terminates this Contract pursuant to this section, Customer shall compensate Energy Services Contractor for work completed to date as a pro-rata amount of the full fees, costs, and expenses, plus reasonable costs associated with de-mobilization.

c. Unappropriated Public Funds. If Customer is a public entity that is prohibited by law from making fiscal commitments beyond the term of its current fiscal period, and does not currenty have funds set aside to pay for this Contract in future years, then Energy Services Contractor's compensation in future years is contingent upon the availability of appropriations in future years sufficient to pay for this Contract. Payments pursuant to this Contract shall be made only from funds appropriated or available, as of the Effective Date of this Contract, to pay for this Contract, and Customer's liability for payments shall be limited to the amount of appropriated or available funds as of the Effective Date of this Contract. If Customer funds are not appropriated or available to fund this Contract, then Customer may terminate this Contract without further obligation related to the non appropriated or unavilable funds.

29. Disputes. In the event of any demand by Energy Services Contractor for (A) a time extension, including, without limitation, for relief from damages or penalties for delay assessed by the Customer under the Contract, (B) payment by the Customer of money or damages arising from work done by, or on behalf of, the Energy Services Contractor pursuant to the Contract and payment of which is not otherwise expressly provided for or to which Energy Services Contractor is not otherwise entitled to, or (C) an amount of payment disputed by the Customer, the parties shall attempt to resolve the dispute by those procedures set forth in Public Contract Code section 9204 and/or Article 1.5 (commencing with section 20104) of Chapter 1, Part, 3, Division 2, of the Public Contract Code, if applicable, the provisions of which are each attached hereto and incorporated herein by this reference. If

a claim, or any portion thereof, remains in dispute upon satisfaction of all applicable dispute resolution requirements, the Energy Services Contractor shall comply with all claims presentation requirements as provided in Chapter 1 (commencing with section 900) and Chapter 2 (commencing with section 910) of Part 3 of Division 3.6 of Title 1 of Government Code as a condition precedent to the Energy Services Contractor's right to bring a civil action against the Customer. For purposes of those provisions, the running of the time within which a claim must be presented to the Customer shall be tolled from the time the Energy Services Contractor submits its written claim until the time the claim is denied, including any time utilized by any applicable meet and confer process. Pending resolution of the dispute, Energy Services Contractor and its subcontractors shall continue to perform the Work under the Contract and shall not cause a delay of the Work during any dispute, claim, negotiation, mediation, or arbitration proceeding, except by written agreement of the Customer. Should litigation be necessary, it shall proceed in the Superior Court of California, County of San Mateo.

30. Attorney's Fees. Should litigation be necessary to enforce any terms or provisions of this Contract, then each Party shall bear its own litigation and collection expenses, witness fees, court costs, and attorney's fees.

31. Notices. All notices (other than notice of a Warranty Claim as detailed in Section 22) to Energy Services Contractor shall be written, shall be sent via certified mail or a national courier service or personally delivered, shall consist of one original to Attn: General Counsel, Energy Services Contractor, 215 Fourier Ave, Fremont, CA 94539, and shall be deemed delivered when received by the General Counsel. All notices to Customer shall be written, shall be sent via certified mail or a national courier service or personally delivered, shall consist of one original to Cabrillo Unified School District, Attn: Superintendent, 498 Kelly Avenue, Half Moon Bay, CA 94019, General Manager, and shall be deemed delivered when received by the Superintendent.

32. Choice of Law/Venue. This Contract shall be governed and construed under the laws of the State of California, notwithstanding any choice of law provision whether statutory, common law, or contractual. The Parties consent to exclusive jurisdiction and venue in the state courts of California. Energy Services Consultant and Customer waive all defenses of lack of personal jurisdiction and forum non conveniens in San Mateo County Superior Court.

33. Assignment. Neither Party may assign or transfer its rights and/or obligations under this Contract without the prior written consent of the other Party which shall not be unreasonably withheld.

34. No Waiver. No waiver of a breach, failure of any condition, or any right or remedy contained in or granted by the provisions of this Contract shall be effective unless it is in writing and signed by the party waiving the breach, failure, right, or remedy. No waiver of any breach, failure, right, or remedy shall be deemed a waiver of any other breach, failure, right, or remedy, whether or not similar, nor shall any waiver constitute a continuing waiver.

35. No Third Party Beneficiaries. There are no third party beneficiaries under this Contract or any portion thereof.

36. Severability, Survival. If any portion of this Contract shall be held invalid in whole or in part under any law, rule, regulation, or order, then such portion shall remain in effect only to the extent permitted, and the remaining portions of the Contract shall remain in full force and effect. Any invalid portions shall be substituted with an interpretation that most accurately reflects the Parties' intentions.

37. Tax Benefits. Unless otherwise specified in this Contract, Energy Services Contractor is solely entitled to claim tax benefits available under section 179D of the Internal Revenue Code (EPAct), or its successor.

38. Amendment. This Contract may not be amended except pursuant to a written amendment signed by an authorized signer of each Party.

39. Headings. The headings of this Contract are for purposes of reference only and shall not limit or define the meaning of the provisions of this Contract.

40. Complete Agreement. This Contract, including the exhibits attached hereto, is a fully integrated agreement and contains the entire understanding between Energy Services Contractor and Customer with respect to the subject matter hereof. Any legal terms and conditions appearing in any attachment to this Contract shall be ignored to the extent they contradict or are inconsistent with the terms and conditions contained in the foregoing numbered paragraphs. All previous agreements between Energy Services Contractor and Customer as to the Work are superseded by this Contract.

41. Contract Documents. By this reference, the following exhibits are attached hereto and made a part of this Contract:

Public Contract Code section 9204
Public Contract Code sections 20104 – 20104.6
Exhibit A: Energy Services Proposal, dated May 14, 2020
Exhibit B: Schedule of Values
Prevailing Wage Certification
Workers' Compensation Certification
Fingerprinting / Criminal Background Investigation Certification
Performance Bond
Payment Bond
Registered Subcontractors List

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the Effective Date.

SYSERCO ENERGY SOLUTIONS, INC.	**CABRILLO UNIFIED SCHOOL DISTRICT**
By:_____	By:_____
Printed Name:_____	Printed Name:_____
Title:_____	Title:_____
Date Signed:_____	Date Signed:_____

Public Contract Code section 9204

(a) The Legislature finds and declares that it is in the best interests of the state and its citizens to ensure that all construction business performed on a public works project in the state that is complete and not in dispute is paid in full and in a timely manner.

(b) Notwithstanding any other law, including, but not limited to, Article 7.1 (commencing with Section 10240) of Chapter 1 of Part 2, Chapter 10 (commencing with Section 19100) of Part 2, and Article 1.5 (commencing with Section 20104) of Chapter 1 of Part 3, this section shall apply to any claim by a contractor in connection with a public works project.

(c) For purposes of this section:

(1) "Claim" means a separate demand by a contractor sent by registered mail or certified mail with return receipt requested, for one or more of the following:

(A) A time extension, including, without limitation, for relief from damages or penalties for delay assessed by a public entity under a contract for a public works project.

(B) Payment by the public entity of money or damages arising from work done by, or on behalf of, the contractor pursuant to the contract for a public works project and payment for which is not otherwise expressly provided or to which the claimant is not otherwise entitled.

(C) Payment of an amount that is disputed by the public entity.

(2) "Contractor" means any type of contractor within the meaning of Chapter 9 (commencing with Section 7000) of Division 3 of the Business and Professions Code who has entered into a direct contract with a public entity for a public works project.

(3)(A) "Public entity" means, without limitation, except as provided in subparagraph (B), a state agency, department, office, division, bureau, board, or commission, the California State University, the University of California, a city, including a charter city, county, including a charter county, city and county, including a charter city and county, district, special district, public authority, political subdivision, public corporation, or nonprofit transit corporation wholly owned by a public agency and formed to carry out the purposes of the public agency.

(B) "Public entity" shall not include the following:

(i) The Department of Water Resources as to any project under the jurisdiction of that department.

(ii) The Department of Transportation as to any project under the jurisdiction of that department.

(iii) The Department of Parks and Recreation as to any project under the jurisdiction of that department.

(iv) The Department of Corrections and Rehabilitation with respect to any project under its jurisdiction pursuant to Chapter 11 (commencing with Section 7000) of Title 7 of Part 3 of the Penal Code.

(v) The Military Department as to any project under the jurisdiction of that department.

(vi) The Department of General Services as to all other projects.

(vii) The High-Speed Rail Authority.

(4) "Public works project" means the erection, construction, alteration, repair, or improvement of any public structure, building, road, or other public improvement of any kind.

(5) "Subcontractor" means any type of contractor within the meaning of Chapter 9 (commencing with Section 7000) of Division 3 of the Business and Professions Code who either is in direct contract with a contractor or is a lower tier subcontractor.

(d)(1)(A) Upon receipt of a claim pursuant to this section, the public entity to which the claim applies shall conduct a reasonable review of the claim and, within a period not to exceed 45 days, shall provide the claimant a written statement identifying what portion of the claim is disputed and what portion is undisputed. Upon receipt of a claim, a public entity and a contractor may, by mutual agreement, extend the time period provided in this subdivision.

(B) The claimant shall furnish reasonable documentation to support the claim.

(C) If the public entity needs approval from its governing body to provide the claimant a written statement identifying the disputed portion and the undisputed portion of the claim, and the governing body does not meet within the 45 days or within the mutually agreed to extension of time following receipt of a claim sent by registered mail or certified mail, return receipt requested, the public entity shall have up to three days following the next duly publicly noticed meeting of the governing body

after the 45-day period, or extension, expires to provide the claimant a written statement identifying the disputed portion and the undisputed portion.

(D) Any payment due on an undisputed portion of the claim shall be processed and made within 60 days after the public entity issues its written statement. If the public entity fails to issue a written statement, paragraph (3) shall apply.

(2)(A) If the claimant disputes the public entity's written response, or if the public entity fails to respond to a claim issued pursuant to this section within the time prescribed, the claimant may demand in writing an informal conference to meet and confer for settlement of the issues in dispute. Upon receipt of a demand in writing sent by registered mail or certified mail, return receipt requested, the public entity shall schedule a meet and confer conference within 30 days for settlement of the dispute.

(B) Within 10 business days following the conclusion of the meet and confer conference, if the claim or any portion of the claim remains in dispute, the public entity shall provide the claimant a written statement identifying the portion of the claim that remains in dispute and the portion that is undisputed. Any payment due on an undisputed portion of the claim shall be processed and made within 60 days after the public entity issues its written statement. Any disputed portion of the claim, as identified by the contractor in writing, shall be submitted to nonbinding mediation, with the public entity and the claimant sharing the associated costs equally. The public entity and claimant shall mutually agree to a mediator within 10 business days after the disputed portion of the claim has been identified in writing. If the parties cannot agree upon a mediator, each party shall select a mediator and those mediators shall select a qualified neutral third party to mediate with regard to the disputed portion of the claim. Each party shall bear the fees and costs charged by its respective mediator in connection with the selection of the neutral mediator. If mediation is unsuccessful, the parts of the claim remaining in dispute shall be subject to applicable procedures outside this section.

(C) For purposes of this section, mediation includes any nonbinding process, including, but not limited to, neutral evaluation or a dispute review board, in which an independent third party or board assists the parties in dispute resolution through negotiation or by issuance of an evaluation. Any mediation utilized shall conform to the timeframes in this section.

(D) Unless otherwise agreed to by the public entity and the contractor in writing, the mediation conducted pursuant to this section shall excuse any further obligation under Section 20104.4 to mediate after litigation has been commenced.

(E) This section does not preclude a public entity from requiring arbitration of disputes under private arbitration or the Public Works Contract Arbitration Program, if mediation under this section does not resolve the parties' dispute.

(3) Failure by the public entity to respond to a claim from a contractor within the time periods described in this subdivision or to otherwise meet the time requirements of this section shall result in the claim being deemed rejected in its entirety. A claim that is denied by reason of the public entity's failure to have responded to a claim, or its failure to otherwise meet the time requirements of this section, shall not constitute an adverse finding with regard to the merits of the claim or the responsibility or qualifications of the claimant.

(4) Amounts not paid in a timely manner as required by this section shall bear interest at 7 percent per annum.

(5) If a subcontractor or a lower tier subcontractor lacks legal standing to assert a claim against a public entity because privity of contract does not exist, the contractor may present to the public entity a claim on behalf of a subcontractor or lower tier subcontractor. A subcontractor may request in writing, either on their own behalf or on behalf of a lower tier subcontractor, that the contractor present a claim for work which was performed by the subcontractor or by a lower tier subcontractor on behalf of the subcontractor. The subcontractor requesting that the claim be presented to the public entity shall furnish reasonable documentation to support the claim. Within 45 days of receipt of this written request, the contractor shall notify the subcontractor in writing as to whether the contractor presented the claim to the public entity and, if the original contractor did not present the claim, provide the subcontractor with a statement of the reasons for not having done so.

(e) The text of this section or a summary of it shall be set forth in the plans or specifications for any public works project that may give rise to a claim under this section.

(f) A waiver of the rights granted by this section is void and contrary to public policy, provided, however, that (1) upon receipt of a claim, the parties may mutually agree to waive, in writing, mediation and proceed directly to the commencement of a civil action or binding arbitration, as applicable; and (2) a public entity may prescribe reasonable change order, claim, and dispute resolution procedures and requirements in addition to the provisions of this section, so long as the contractual provisions do not conflict with or otherwise impair the timeframes and procedures set forth in this section.

(g) This section applies to contracts entered into on or after January 1, 2017.

(h) Nothing in this section shall impose liability upon a public entity that makes loans or grants available through a competitive application process, for the failure of an awardee to meet its contractual obligations.

(i) This section shall remain in effect only until January 1, 2027, and as of that date is repealed, unless a later enacted statute that is enacted before January 1, 2027, deletes or extends that date.

Public Contract Code sections 20104 – 20104.6

§ 20104.

(a) (1) This article applies to all public works claims of three hundred seventy-five thousand dollars ($375,000) or less which arise between a contractor and a local agency.

(2) This article shall not apply to any claims resulting from a contract between a contractor and a public agency when the public agency has elected to resolve any disputes pursuant to Article 7.1 (commencing with Section 10240) of Chapter 1 of Part 2.

(b) (1) "Public work" means "public works contract" as defined in Section 1101 but does not include any work or improvement contracted for by the state or the Regents of the University of California.

(2) "Claim" means a separate demand by the contractor for (A) a time extension, (B) payment of money or damages arising from work done by, or on behalf of, the contractor pursuant to the contract for a public work and payment of which is not otherwise expressly provided for or the claimant is not otherwise entitled to, or (C) an amount the payment of which is disputed by the local agency.

(c) The provisions of this article or a summary thereof shall be set forth in the plans or specifications for any work which may give rise to a claim under this article.

(d) This article applies only to contracts entered into on or after January 1, 1991.

§ 20104.2.

For any claim subject to this article, the following requirements apply:

(a) The claim shall be in writing and include the documents necessary to substantiate the claim. Claims must be filed on or before the date of final payment. Nothing in this subdivision is intended to extend the time limit or supersede notice requirements otherwise provided by contract for the filing of claims.

(b) (1) For claims of less than fifty thousand dollars ($50,000), the local agency shall respond in writing to any written claim within 45 days of receipt of the claim, or may request, in writing, within 30 days of receipt of the claim, any additional documentation supporting the claim or relating to defenses to the claim the local agency may have against the claimant.

(2) If additional information is thereafter required, it shall be requested and provided pursuant to this subdivision, upon mutual agreement of the local agency and the claimant.

(3) The local agency's written response to the claim, as further documented, shall be submitted to the claimant within 15 days after receipt of the further documentation or within a period of time no greater than that taken by the claimant in producing the additional information, whichever is greater.

(c) (1) For claims of over fifty thousand dollars ($50,000) and less than or equal to three hundred seventy-five thousand dollars ($375,000), the local agency shall respond in writing to all written claims within 60 days of receipt of the claim, or may request, in writing, within 30 days of receipt of the claim, any additional documentation supporting the claim or relating to defenses to the claim the local agency may have against the claimant.

(2) If additional information is thereafter required, it shall be requested and provided pursuant to this subdivision, upon mutual agreement of the local agency and the claimant.

(3) The local agency's written response to the claim, as further documented, shall be submitted to the claimant within 30 days after receipt of the further documentation, or within a period of time no greater than that taken by the claimant in producing the additional information or requested documentation, whichever is greater.

(d) If the claimant disputes the local agency's written response, or the local agency fails to respond within the time prescribed, the claimant may so notify the local agency, in writing, either within 15 days of receipt of the local agency's response or within 15 days of the local agency's failure to respond within the time prescribed, respectively, and demand an informal conference

to meet and confer for settlement of the issues in dispute. Upon a demand, the local agency shall schedule a meet and confer conference within 30 days for settlement of the dispute.

(e) Following the meet and confer conference, if the claim or any portion remains in dispute, the claimant may file a claim as provided in Chapter 1 (commencing with Section 900) and Chapter 2 (commencing with Section 910) of Part 3 of Division 3.6 of Title 1 of the Government Code. For purposes of those provisions, the running of the period of time within which a claim must be filed shall be tolled from the time the claimant submits his or her written claim pursuant to subdivision (a) until the time that claim is denied as a result of the meet and confer process, including any period of time utilized by the meet and confer process.

(f) This article does not apply to tort claims and nothing in this article is intended nor shall be construed to change the time periods for filing tort claims or actions specified by Chapter 1 (commencing with Section 900) and Chapter 2 (commencing with Section 910) of Part 3 of Division 3.6 of Title 1 of the Government Code.

§ 20104.4.

The following procedures are established for all civil actions filed to resolve claims subject to this article:

(a) Within 60 days, but no earlier than 30 days, following the filing or responsive pleadings, the court shall submit the matter to nonbinding mediation unless waived by mutual stipulation of both parties. The mediation process shall provide for the selection within 15 days by both parties of a disinterested third person as mediator, shall be commenced within 30 days of the submittal, and shall be concluded within 15 days from the commencement of the mediation unless a time requirement is extended upon a good cause showing to the court or by stipulation of both parties. If the parties fail to select a mediator within the 15-day period, any party may petition the court to appoint the mediator.

(b) (1) If the matter remains in dispute, the case shall be submitted to judicial arbitration pursuant to Chapter 2.5 (commencing with Section 1141.10) of Title 3 of Part 3 of the Code of Civil Procedure, notwithstanding Section 1141.11 of that code. The Civil Discovery Act (Title 4 (commencing with Section 2016.010) of Part 4 of the Code of Civil Procedure) shall apply to any proceeding brought under this subdivision consistent with the rules pertaining to judicial arbitration.

(2) Notwithstanding any other provision of law, upon stipulation of the parties, arbitrators appointed for purposes of this article shall be experienced in construction law, and, upon stipulation of the parties, mediators and arbitrators shall be paid necessary and reasonable hourly rates of pay not to exceed their customary rate, and such fees and expenses shall be paid equally by the parties, except in the case of arbitration where the arbitrator, for good cause, determines a different division. In no event shall these fees or expenses be paid by state or county funds.

(3) In addition to Chapter 2.5 (commencing with Section 1141.10) of Title 3 of Part 3 of the Code of Civil Procedure, any party who after receiving an arbitration award requests a trial de novo but does not obtain a more favorable judgment shall, in addition to payment of costs and fees under that chapter, pay the attorney's fees of the other party arising out of the trial de novo.

(c) The court may, upon request by any party, order any witnesses to participate in the mediation or arbitration process.

§ 20104.6.

(a) No local agency shall fail to pay money as to any portion of a claim which is undisputed except as otherwise provided in the contract.

(b) In any suit filed under Section 20104.4, the local agency shall pay interest at the legal rate on any arbitration award or judgment. The interest shall begin to accrue on the date the suit is filed in a court of law.

Exhibit "A"

(Scope of Work)

The following table highlights Unit Savings and Emissions Reductions for each Site.

Short Name	Scope Description	Elec Savings (kWh/yr)	Gas Savings (therms/yr)	Water Savings (CCF/yr)	Total Emissions Savings (mtCO2/yr)
HMB_HS	* (1) HYDRONIC SYSTEM EFFICIENCY * (23) FAN MOTOR UPGRADES * LED LIGHITNG UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE * (3) TRANSFORMER REPLACEMENT * (1) POWER QUALITY IMPLEMENTATION	276,384	2,981	1,148	140
CUNHA_IS	* (12) REP BLDG E THERMOSTATS W/ WIRELESS * (1) MPR CONTROLS INTEGRATION * (2) HYDRONIC SYSTEM EFFICIENCY * (13) FAN MOTOR UPGRADES * LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE * (1) POWER QUALITY IMPLEMENTATION	179,475	2,002	1,348	91
HATCH_ES	* LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE	20,476	0	320	9
PILARCITOS_HS	* LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE	2,940	29	44	1
KINGS_MTN_ES	* LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE	13,340	0	93	6
DIST_OFF	* (1) HYDRONIC SYSTEM EFFICIENCY * (1) FAN MOTOR REPLACEMENT * LED LIGHTING UPGRADE * DOMESTIC LOW FLOW WATER UPGRADE	42,530	367	87	21
Total	--	**535,144**	**5,379**	**3,041**	**270**

2.6 ECM DESCRIPTIONS & DETAILED SCOPE OF WORK

2.6.1 INTRODUCTION

A number of ECMs have been identified to meet the specific needs of the facilities. ECM identification and selection is the result of Syserco Energy Solution's detailed review of the sites, in conjunction with Cabrillo USD's building plans, specifications, physical equipment layouts, and site interviews with personnel. These ECMs are intended to improve the efficiency of the buildings through new equipment, repair, retrofit and reprogramming of the various systems in the buildings.

The following are the detailed description of each proposed ECM. Each description includes the existing and proposed conditions, design method, planned scope of work, and any operation and maintenance impacts.

2.6.2 DETAILED SCOPE OF WORK

1.0 – Building Automation Controls ECM's

ECM 1.02 – Upgrade Controls at Cunha IS

General Intent

The control systems operating Cunha are a mix of standalone thermostats, Honeywell and Alerton controls in the buildings. Building C and the Boys & Girls Club buildings are Alerton. Building A is controlled by Honeywell and Buildings D, E and MPR are stand-alone thermostats. This scope will replace the controls in the MPR and E buildings with new controls that will be integrated to the Alerton front-end system. These spaces will then be visible to the facilities operators and subject to scheduling and proactive maintenance procedures.

ECM Benefits

New Building Management System software and hardware will allow greater control with dynamic operation for the buildings to realize savings through reduced run time and optimized set points. This will also allow the facilities team to have real time access via internet connected devices to the system to trouble shoot issues, check status of equipment and systems, view trend logs, turn equipment on and off, etc.

Impacted Equipment

Building E: (12) forced-air furnaces
MPR Building: (1) Make-Up Air Unit and (2) thermostats

2.0 – HVAC ECM's

ECM 2.01 – Hydronic System Thermal Efficiency

General Intent

Half Moon Bay HS, Cunha IS and the District Office have hydronic heating systems utilized for space conditioning. These systems rely on water to transfer heat to or from the equipment through pipe. Water has a high surface tension factor and can be difficult transfer heat at the microscopic interface of water and pipe. This measure will install a 1% solution (based on system volume) of EndoTherm into each discrete hydronic system to reduce this inhibiting surface tension. This will allow improved surface contact between water and pipe allowing for increased heat transfer.

ECM Benefits

This measure will increase the thermal efficiency of the heating and cooling systems with no impact to daily operations.

Impacted Equipment

Half Moon Bay HS: (1) Heating Hot Water system
Cunha IS: (2) Heating Hot Water systems – Building A & C
District Office (1) Heating Hot Water system

ECM 2.02 – Install New Motors & V-Belts

General Intent

Existing equipment has standard induction motors supplying motive force to fans. This measure will replace these motors with new high efficiency switched reluctance motors, new cogged (notched) V-belts and pulleys.

ECM Benefits

By installing new high efficiency switched reluctance motors and cogged V-belts to packaged RTUs and condenser fans increased energy efficiency will be realized.

Impacted Equipment

Site Name	Bldg	Equip Tag	Motor Size (HP)	SMC HP	Frame	Voltage
CUNHA_IS	D	HP-1	1.5	2		460
CUNHA_IS	D	HP-2	1.5	2	56	460
CUNHA_IS	D	HP-3	1.5	2	56	460
CUNHA_IS	D	HP-4	1.5	2	56	460
CUNHA_IS	D	HP-5	1.5	2	56	460
CUNHA_IS	D	HP-6	1.5	2	56	460
CUNHA_IS	D	HP-7	1.5	2	56	460
CUNHA_IS	D	HP-8	1.5	2	56	460
CUNHA_IS	D	HP-9	1.5	2	56	460
CUNHA_IS	D	HP-10	1.5	2	56	460
CUNHA_IS	D	HP-11	2	2	56	460
CUNHA_IS	D	HV-1	5	5	184T	460
CUNHA_IS	D	HV-2	5	5	184T	460
HMB_HS	GYM	HV-1	5			
HMB_HS	GYM	HV-2	5			
HMB_HS	GYM	HV-3	5			
HMB_HS	GYM	HV-4	5			
HMB_HS	GYM	HV-9	2			
HMB_HS	K	AC-3	1.6	2	56	460
HMB_HS	K	AC-4	1.6	2	56	460

Site Name	Bldg	Equip Tag	Motor Size (HP)	SMC HP	Frame	Voltage
HMB_HS	K	AC-5	1.6	2	56	460
HMB_HS	K	AC-6	1.6	2	56	460
HMB_HS	K	AC-7		2	56	460
HMB_HS	K	HV-1	3	3	182T	460
HMB_HS	K	HV-10	3	3	182T	460
HMB_HS	K	HV-11	3	3	182T	460
HMB_HS	K	HV-2	3	3	182T	460
HMB_HS	K	HV-3	3	3	182T	460
HMB_HS	K	HV-4	3	3	182T	460
HMB_HS	K	HV-5	3	3	182T	460
HMB_HS	K	HV-6	3	3	182T	460
HMB_HS	K	HV-7	3	3	182T	460
HMB_HS	K	HV-8	3	3	182T	460
HMB_HS	K	HV-9	3	3	182T	460
HMB_HS	MPR	HV-1	5	5	S215T	230
HMB_HS	MPR	HV-2	5	5	S215T	230
DIST_OFF	MAIN	HV-1	5	5	184T	460
Total		**53**				

3.0 – Lighting ECM's

ECM 3.01 – Lighting Efficiency & Controls Update

General Intent

The existing lighting systems in the schools and District buildings are generally original to the construction and consists of linear T8 fluorescent tubes, recessed can lights with 2 and 3 lamp CFL pin lamps, a mix of accent lighting. Some schools have had more LEDs installed as part of retrofit work but still has not completed the site fully. This measure will replace the existing lighting systems identified in the lighting audit with new LED lamps or fixtures as recommended. Additional controls will be integrated where identified.

ECM Benefits

By replacing the exiting lighting systems with LED a full round of maintenance will be realized as well as longer lamp life with reduced energy consumption and increased light production.

Impacted Equipment

District Office, Half Moon Bay HS, Pilarcitos HS, Cunha IS, Hatch ES, Kings Mountain ES
Lighting systems identified in the lighting audit

4.0 – Water ECM's

ECM 4.01 – Low Flow Water Devices

General Intent

The existing domestic water systems in the schools and District buildings are generally original to the construction. These fixtures have higher water flow rates than are needed or recommended. This results in excessive water use by the buildings. This measure will replace/retro-commission existing toilets, urinal flush valves, sink aerators, kitchen sprayer, showerheads and laundry equipment with new high efficiency equipment.

ECM Benefits

By replacing the exiting domestic water systems with low flow devices, a full round of maintenance will be realized as well as longer equipment life with reduced water and energy consumption.

Impacted Equipment

District Office, Half Moon Bay HS, Pilarcitos HS, Cunha IS, Hatch ES, Kings Mountain ES
Water systems identified in the water audit

6.0 – Electrical ECM's

ECM 6.01 –Replace Power Transformers

General Intent

There are (3) power transformers located at the Half Moon Bay HS used to take 480V energy and step it down at the building level to 208V and 120V. These transformers have been installed when the site was built / renovated, predominantly during the 1980s. This measure will replace all (3) transformers and replace them with new high efficiency transformers.

ECM Benefits

Replacement of original equipment at the end of its useful life with new and more efficient equipment to reduce baseload energy consumption.

Impacted Equipment

Half Moon Bay HS: (3) power transformers

ECM 6.02 – Install Power Quality Units

General Intent

Power quality at the sites can be improved by installation of Maximum Power Transfer Solution (MPTS). The MPTS decreases total electrical energy consumption by decreasing electrical losses in the system. As a consequence of decreased total electrical consumption, electrical efficiency increases to almost 100%. MPTS is automatic, self-programming, self-learning and performs with the same high efficiency for highly unbalanced and balanced electrical load conditions.

ECM Benefits

Installation of MPTS at the building's main electrical panel will improve the power factor of the site, significantly reduce electrical system harmonics, improve AC wave form, match the load impedance. As a

consequence of improved electrical system stability and performance, all electronic equipment will operate more efficiently and have an increased useful life.

Impacted Equipment

Half Moon Bay HS: (1) power quality installation
Cunha IS: (1) power quality installation

SECTION 3 – IMPLEMENTATION & VERIFICATION PLAN

The following table describes the plan for "Operational Performance Verification" and "Operation and Maintenance Plan" for construction verification and maintenance and training for the District.

ECM #	ECM Description	Operational Performance Verification Plan	Operations & Maintenance Plan
1.02	UPGRADE CONTROLS AT CUNHA_IS	BMS for central systems will be installed and the controls contractor will complete a full point to point verification. Post installation trends can be used to verify system run hours, temperature set points, economizer settings and operational schedules	Controls contractor will provide onsite to facilities personnel on operation of new BMS. Comprehensive operation and maintenance manual will be provided.
2.01	HYDRONIC SYSTEM EFFICIENCY	Pre and post water treatment chemical make-up measurements on each system. Manufacturer installation procedures will be followed.	Water treatment contractor will provide onsite training of operation of new equipment. Comprehensive operation and maintenance manual will be provided.
2.02	REP FAN MOTORS	Pre and post voltage and amperage readings will be taken to verify power consumption. Manufacturer start up procedures will be followed. Updated audit of impacted equipment to be provided with motor and belt sizes for future use.	Mechanical contractor will provide onsite training of operation of new equipment. Comprehensive operation and maintenance manual will be provided.
3.01	LIGHTING EFFICENCY UPGRADES	Update line by line audit with actual counts and wattages of new equipment.	Lighting contractor will provide training on new fixtures and provide appropriate maintenance stock of new lamps and

ECM #	ECM Description	Operational Performance Verification Plan	Operations & Maintenance Plan
			fixtures. Comprehensive operation and maintenance manual will be provided.
4.01	LOW FLOW WATER DEVICES	Update line by line audit with actual counts and fixtures of new equipment.	Water contractor will provide training on new fixtures and provide appropriate maintenance stock of new fixtures. Comprehensive operation and maintenance manual will be provided.
6.01	TRANSFORMER REPLACEMENT	Pre and post voltage, amperage and power measurements on equipment.	Electrical contractor will provide onsite training of operation of new equipment. Comprehensive operation and maintenance manual will be provided.
6.02	POWER QUALITY IMPLEMENTATION	Pre and post voltage, amperage and power measurements on equipment.	Material Provider will provide onsite training of operation of new equipment. Comprehensive operation and maintenance manual will be provided.

Exhibit "B"

(Payment Schedule)

1. **Terms:** Net 30 days from the date of invoice, monthly billing as the job progresses.
2. **Payments:** At a minimum, payments will be made in the amount of 100%, less retention of five percent (5%) per the contract, at the completion and implementation of any individual Energy Conservation Measure (ECM) in the amount of that ECM as delineated in the contract. If more than one ECM is completed in a monthly period, all of those ECM's will be paid.
3. **Mobilization / Project Development / Engineering Fee** invoice will be presented upon mutual execution of the Contract and will be in the amount of 30% of the Project's total value.

4. Customer may withhold or deduct from any payment an amount necessary to protect Customer from loss because of: (1) liquidated damages which have accrued as of the date of the application for payment; (2) any sums expended by Customer in performing any of Energy Service Contractor's obligations under the Contract which Contractor has failed to perform or has performed inadequately; (3) defective Work not remedied; (4) stop payment notices as allowed by state law; (5) reasonable doubt that the Work can be completed for the unpaid balance of the Total Contract price or by the scheduled completion date; (6) unsatisfactory prosecution of the Work by Energy Service Contractor; (7) unauthorized deviations from the Contract; (8) failure of Energy Service Contractor to maintain or submit on a timely basis proper and sufficient documentation as required by the Contract or by Customer during the prosecution of the Work; (9) erroneous or false estimates by Energy Service Contractor of the value of the Work performed; (10) any sums representing expenses, losses, or damages, as determined by Customer, incurred by Customer for which Energy Services Contractor is liable under the Contract; and (11) any other sums which Customer is entitled to recover from Energy Services Contractor under the terms of the Contract or pursuant to state law, including section 1727 of the California Labor Code. The failure by Customer to deduct any of these sums from a progress payment shall not constitute a waiver of the Customer's right to such sums.

5. Retention shall be paid pursuant to Public Contract Code sections 7107, 7200 and 7201.

PREVAILING WAGE CERTIFICATION

I hereby certify that I will conform to the State of California Public Works Contract requirements regarding prevailing wages, benefits, on-site audits with 48-hours' notice, payroll records, and apprentice and trainee employment requirements, for all Work on the above Project, including, without limitation, labor compliance monitoring and enforcement by the Department of Industrial Relations.

Date: _____

Proper Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

WORKERS' COMPENSATION CERTIFICATION

Labor Code section 3700 in relevant part provides:

Every employer except the State shall secure the payment of compensation in one or more of the following ways:

a. By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this state.

b. By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to his employees.

I am aware of the provisions of section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the Work of this Contract.

Date: _____

Proper Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

(In accordance with Article 5 - commencing at section 1860, chapter 1, part 7, division 2 of the Labor Code, the above certificate must be signed and filed with the awarding body prior to performing any Work under this Contract.)

CRIMINAL BACKGROUND INVESTIGATION
/FINGERPRINTING CERTIFICATION

PROJECT/CONTRACT NO.: _____between the Cabrillo Unified School District ("District") and Syserco Energy Solutions, Inc. ("Contractor" or "Bidder") ("Contract" or "Project").

The undersigned does hereby certify to the governing board of the District as follows:

That I am a representative of the Contractor currently under contract with the District; that I am familiar with the facts herein certified; and that I am authorized and qualified to execute this certificate on behalf of Contractor.

Contractor certifies that it has taken at least one of the following actions with respect to the construction Project that is the subject of the Contract (check all that apply):

☐ The Contractor is a sole proprietor and intends to comply with the fingerprinting requirements of Education Code section 45125.1(k) with respect to all Contractor's employees who may have contact with District pupils in the course of providing services pursuant to the Contract, and hereby agrees to the District's preparation and submission of fingerprints such that the California Department of Justice may determine that none of those employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. No work shall commence until such determination by DOJ has been made.

As an authorized District official, I am familiar with the facts herein certified, and am authorized to execute this certificate on behalf of the District and undertake to prepare and submit Contractor's fingerprints as if he or she was an employee of the District.

Date: _____

District Representative's Name and Title: _____

District Representative's Signature: _____

☐ The Contractor, who is not a sole proprietor, has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all Contractor's employees and all of its Subcontractors' employees who may have contact with District pupils in the course of providing services pursuant to the Contract, and the California Department of Justice has determined that none of those employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District pupils during the course and scope of the Contract is attached hereto; and/or

☐ Pursuant to Education Code section 45125.2, Contractor has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, that will limit contact between Contractor's employees and District pupils at all times; and/or

☐ Pursuant to Education Code section 45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained, or as described below, will ascertain, has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Contractor's and its subcontractors' employees is:

Name: _____

Title: _____

NOTE: If the Contractor is a sole proprietor, and elects the above option, Contractor must have the above-named employee's fingerprints prepared and submitted by the District, in accordance with Education Code section 45125.1(k). No work shall commence until such determination by DOJ has been made.

As an authorized District official, I am familiar with the facts herein certified, and am authorized to execute this certificate on behalf of the District and undertake to prepare and submit Contractor's fingerprints as if he or she was an employee of the District.

Date: _____

District Representative's Name and Title: _____

District Representative's Signature: _____

☐ The Work on the Contract is either (i) at an unoccupied school site and no employee and/or subcontractor or supplier of any tier of the Contract shall come in contact with the District pupils or (ii) Contractor's employees or any subcontractor or supplier of any tier of the Contract will have only limited contact, if any, with District pupils and the District will take appropriate steps to protect the safety of any pupils that may come in contact with Consultant's employees, subcontractors or suppliers so that the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 shall not apply to Contractor under the Contract.

As an authorized District official, I am familiar with the facts herein certified, and am authorized to execute this certificate on behalf of the District.

Date: _____

District Representative's Name and Title: _____

District Representative's Signature: _____

Contractor's responsibility for background clearance extends to all of its employees, Subcontractors, and employees of Subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

Date: _____

Proper Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

PERFORMANCE BOND

(100% of Total Contract Price)

KNOW ALL PERSONS BY THESE PRESENTS:

WHEREAS, the governing board ("Board") of **Cabrillo Unified School District** ("District") and **Syserco Energy Solutions, Inc.** ("Principal)" have entered into a contract for the furnishing of all materials and labor, services and transportation, necessary, convenient, and proper to perform the following project:

_____ Project

("Project"), which Agreement dated May 27, 2020, and all of the Contract Documents attached to or forming a part of the Agreement, are hereby referred to and made a part hereof ("Agreement"), and

WHEREAS, said Principal is required under the terms of the Agreement to furnish a bond for the faithful performance of the Agreement;

NOW, THEREFORE, the Principal and _____ _____ ("Surety") are held and firmly bound unto the Board of the District in the penal sum of _____ **Dollars ($_____)**, lawful money of the United States, for the payment of which sum well and truly to be made we bind ourselves, our heirs, executors, administrators, successors, and assigns jointly and severally, firmly by these presents, to:

- Perform all the work required to complete the Project; and
- Pay to the District all damages the District incurs as a result of the Principal's failure to perform all the Work required to complete the Project.

Or, at the District's sole discretion and election, the Surety shall obtain a bid or bids for completing the Contract in accordance with its terms and conditions, and upon determination by the District of the lowest responsible bidder, arrange for a contract between such bidder and the District and make available as Work progresses sufficient funds to pay the cost of completion less the "balance of the Total Contract Price," and to pay and perform all obligations of Principals under the Contract, including, without limitation, all obligations with respect to warranties, guarantees and the payment of liquidated damages. The term "balance of the Total Contract Price," as used in this paragraph, shall mean the total amount payable to Principal by the District under the Contract and any modifications thereto, less the amount previously paid by the District to the Principal, less any withholdings by the District allowed under the Contract. Surety shall not utilize Principal in completing the Project nor shall Surety accept a Bid from Principal for completion of the Work if the District, when declaring the Principal in default, notifies Surety of the District's objection to Principal's further participation in the completion of the Work. Surety expressly agrees that the District may reject any contractor or subcontractor which may be proposed by Surety in fulfillment of its obligations in the event of default by the Principal.

The condition of the obligation is such that, if the above bounden Principal, his or its heirs, executors, administrators, successors, or assigns, shall in all things stand to and abide by, and well and truly keep and perform the covenants, conditions, and agreements in the Agreement and any alteration thereof made as therein provided, on his or its part to be kept and performed at the time and in the intent and meaning, including all contractual guarantees and warrantees of materials and workmanship, and shall indemnify and save harmless the District, its trustees, officers and agents, as therein stipulated, then this obligation shall become null and void, otherwise it shall be and remain in full force and virtue.

As a condition precedent to the satisfactory completion of the Agreement, the above obligation shall hold good for a period ending one year after the date of Final Completion during which time Surety's obligation shall continue if Principal shall fail to make full, complete, and satisfactory repair and replacements and totally protect

the District from loss or damage resulting from or caused by defective materials or faulty workmanship. The above obligation is separate from and does not affect to the obligations under a performance guarantee, a maintenance services agreement, or any warranty obligations that are effective for any period longer than one year following the Final Completion date.

Nothing herein shall limit the District's rights or the Principal's or Surety's obligations under the Agreement, law or equity, including, but not limited to, the District's rights against Principal under California Code of Civil Procedure section 337.15.

The Surety, for value received, hereby stipulates and agrees that no change, extension of time, alteration, or addition to the terms of the Agreement or to the work to be performed thereunder or the specifications accompanying the same shall in any way affect its obligation on this bond, and it does hereby waive notice of any such change, extension of time, alteration, or addition to the terms of the Agreement or to the work or to the specifications.

IN WITNESS WHEREOF, two (2) identical counterparts of this instrument, each of which shall for all purposes be deemed an original thereof, have been duly executed by the Principal and Surety above named, on the _____ day of _____, 20___.

_____
Principal

_____
By

_____
Surety

_____
By

_____
Name of California Agent of Surety

_____
Address of California Agent of Surety

_____
Telephone Number of California Agent of Surety

Please attach a Notarial Acknowledgment for all Surety's signatures and a Power of Attorney and Certificate of Authority for Surety. The California Department of Insurance must authorize the Surety to be an admitted surety insurer.

PAYMENT BOND

Contractor's Labor & Material Bond

(100% of Total Contract Price)

KNOW ALL PERSONS BY THESE PRESENTS:

That WHEREAS, the governing board ("Board") of **Cabrillo Unified School District** ("District") and **Syserco Energy Solutions, Inc.** ("Principal") have entered into a contract for the furnishing of all materials and labor, services and transportation, necessary, convenient, and proper to perform the following project:

_____ Project

("Project") which Agreement dated May 27, 2020, and all of the Contract Documents attached to or forming a part of the Agreement, are hereby referred to and made a part hereof ("Agreement"), and

WHEREAS, pursuant to law and the Agreement, the Principal is required, before entering upon the performance of the work, to file a good and sufficient bond with the body by which the Agreement is awarded in an amount equal to one hundred percent (100%) of the Total Contract Price, to secure the claims to which reference is made in sections 9000 through 9510 and 9550 through 9566 of the California Civil Code, and division 2, part 7, of the Labor Code.

NOW, THEREFORE, the Principal and _____ _____, ("Surety") are held and firmly bound unto all laborers, material men, and other persons referred to in said statutes in the sum of **_____ Dollars ($_____)**, lawful money of the United States, being a sum not less than the total amount payable by the terms of Agreement, for the payment of which sum well and truly to be made, we bind ourselves, our heirs, executors, administrators, successors, or assigns, jointly and severally, by these presents.

The condition of this obligation is that if the Principal or any of its subcontractors, or the heirs, executors, administrators, successors, or assigns of any, all, or either of them shall fail to pay for any labor, materials, provisions, provender, or other supplies, used in, upon, for or about the performance of the work contracted to be done, or for any work or labor thereon of any kind, or for amounts due under the Unemployment Insurance Act with respect to such work or labor, that the Surety will pay the same in an amount not exceeding the amount herein above set forth, and also in case suit is brought upon this bond, will pay a reasonable attorney's fee to be awarded and fixed by the Court, and to be taxed as costs and to be included in the judgment therein rendered.

It is hereby expressly stipulated and agreed that this bond shall inure to the benefit of any and all persons, companies, and corporations entitled to file claims under section 9100 of the California Civil Code, so as to give a right of action to them or their assigns in any suit brought upon this bond.

Should the condition of this bond be fully performed, then this obligation shall become null and void; otherwise it shall be and remain in full force and affect.

And the Surety, for value received, hereby stipulates and agrees that no change, extension of time, alteration, or addition to the terms of Agreement or the specifications accompanying the same shall in any manner affect its obligations on this bond, and it does hereby waive notice of any such change, extension, alteration, or addition.

IN WITNESS WHEREOF, two (2) identical counterparts of this instrument, each of which shall for all purposes be deemed an original thereof, have been duly executed by the Principal and Surety above named, on the _____ day of _____, 20___.

_____
Principal

_____
By

_____
Surety

_____
By

_____
Name of California Agent of Surety

_____
Address of California Agent of Surety

_____
Telephone Number of California Agent of Surety

Please attach a Notarial Acknowledgment for all Surety's signatures and a Power of Attorney and Certificate of Authority for Surety. The California Department of Insurance must authorize the Surety to be an admitted surety insurer.

REGISTERED SUBCONTRACTORS LIST
(Labor Code Section 1771.1)

PROJECT: _____

Date Submitted (for Updates): _____

Contractor acknowledges and agrees that it must clearly set forth below the name and Department of Industrial Relations (DIR) registration number of each subcontractor **for all tiers** who will perform work or labor or render service to Contractor or its subcontractors in or about the construction of the Work **at least two (2) weeks before the subcontractor is scheduled to perform work**. This document is to be updated as all tiers of subcontractors are identified.

Contractor acknowledges and agrees that, if Contractor fails to list as to any subcontractor of any tier who performs any portion of Work, the Contract is subject to cancellation and the Contractor will be subjected to penalty under applicable law.

If further space is required for the list of proposed subcontractors, attach additional copies of page 2 showing the required information, as indicated below.

Subcontractor Name: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

DIR Registration #: _____

Portion of Work: _____

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DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

DIR Registration #: _____

Portion of Work: _____

Date: _____

Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

END OF DOCUMENT

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

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

MEMORANDUM

MEETING DATE: May 27, 2020
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Action
RECOMMENDATION: Adopt Board Policy 3100.1 Financial Reserves

BACKGROUND INFORMATION

School districts hold reserves in their local operating accounts which may be used to cover a higher expenditure level when revenues decline and to mitigate revenue volatility. The Legislative Analyst's Office (LAO) reports that school districts that carry 17% of their expenditures (approximately 2 months) are less likely to be in need of reducing spending drastically and quickly when revenue declines. Small districts carry higher reserves related to their expenditures because their reserve levels are small in absolute terms. A single large cost may deplete most of their reserves in a single year.

REPORT/PROPOSAL

A healthy reserve serves as a short-term buffer to face economic uncertainty and provides the district with time to prepare for declines in revenue. The adoption of BP 3100.1 Financial Reserves will provide the short-term assurance needed to maintain student service levels for an extended period when revenues decline significantly. Staff recommends the Board adopt Board Policy 3100.1 to help safeguard financial sustainability during a time of great economic uncertainty caused by numerous factors, including COVID-19's impact on the state budget, CUSD's new identification as a Basic Aid/Community Funded district, and years of deficit spending that threatened the district's fiscal solvency this past year.

FINANCIAL IMPACT

Increase of unassigned reserves.

Cabrillo USD

Board Policy

Equity Financial Reserves

BP 3100.1
Business and Noninstructional Operations

The Cabrillo Unified School District (CUSD) Board of Education is responsible for legislation, policy formulation, and overall direction setting of CUSD. This includes the setting of budget priorities and approval of financial policies which establish CUSD operations. The Superintendent is responsible for carrying out the policy of the Board of Education and managing the day-to-day operations of the various CUSD departments, including the Business Department.

Purpose:

A reserve policy is a framework that suggests recommended levels and proper usage of reserves for CUSD. A significant benefit of establishing a reserve policy is the ability to provide a consistent level of educational services by providing a financial buffer during economic downturns or periods of increasing uncontrollable expenses (e.g., LCFF-Community Funded/Basic Aid reversals, COVID-19, special education contributions, et cetera). Overall, the reserve policy is intended to help mitigate the effects of periodic volatility in State and other funding sources and allow CUSD to manage for uncertainty. It is recommended that a fiscal reserve policy be implemented by the Board and that it be reviewed annually.

Policy:

In the interest of safeguarding fiscal sustainability, CUSD shall strive to maintain reserve funds to provide financial stability and to guard students and staff against service disruption in the event of unexpected temporary revenue shortfalls or unpredicted one-time expenditures. The policy is also intended to set the reserve level to help sustain CUSD's strong credit ratings for its bonds. The reserves are accumulated and maintained to provide stability and flexibility to respond to unexpected adversity and/or opportunities.

The intent of the reserve policy is primarily to ensure that CUSD has sufficient liquidity to meet its financial obligations at all times without having to make abrupt mid-year expense reductions. The reserve policy gives CUSD more latitude to smooth out revenue shortfalls and expense volatility, allowing for consistent education levels during multi-year economic planning cycles. Upon districts achieving Community Funded/Basic Aid status, it is recommended that an incremental level of reserves be established to mitigate the higher volatility inherent in the Community Funded/Basic Aid funding model.

1. **The CUSD Board of Trustees directs the attainment and maintenance of no less than two months of general fund operating expenditures, or a total 16 percent Unrestricted General Fund Reserve for Economic Uncertainty. Like other Basic Aid/Community Funded districts, CUSD believes a reserve of this level is prudent to help maintain a high bond rating and to protect from the effects of fluctuations in property tax revenues to which Community Funded/Basic Aid districts are vulnerable. The Unrestricted General Fund Reserve for Economic Uncertainty unassigned balances will be composed of two elements:**

    a) **The first element will be composed of a 3 percent Unrestricted Reserve for Economic Uncertainty and will be categorized as basic reserve aligning to the minimum level set by the State of California for the minimum required Unrestricted Reserve for Economic Uncertainty.**
    b) **The second element will be composed of a 13 percent Unrestricted Strategic Reserve for Economic Uncertainty, a reserve established by many Basic Aid-Community Funded districts.**

2. **The total 16 percent Unrestricted General Fund Reserve for Economic Uncertainty is expected to be achieved over a period of time by incrementally growing the unrestricted reserve. It is recommended that staff report on the status of the reserve annually to inform the Board of Education of the progress made toward achieving the recommended target and strategic recommendations of how CUSD should use that reserve once established.**

3. **The Board intends to adjust its Unrestricted General Fund Reserve for Economic Uncertainty to align to the budget reserve policy decisions of other Community Funded/Basic Aid school districts who have established similar policies. The Board establishes this reserve policy in order to help safeguard CUSD's financial sustainability during times of economic uncertainty and to provide a way to help mitigate in the future against economic uncertainties and unsustainable actions that threatened the district previously during times when the district faced concerns of becoming insolvent because of unsustainable spending.**

Policy CABRILLO UNIFIED SCHOOL DISTRICT
Adopted: TBD Half Moon Bay, California